

English UK | conferences

The English UK Management Conference

Thursday 10 - Friday 11 March 2016
Cardiff

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Timetable

Thursday 10 March

10:00 – 10:50	Registration		
10:50 – 11:00	Welcome address <i>Princes Suite, first floor</i> English UK and Trinity College London		
11:00 – 11:50	What a caterpillar calls death, we call a butterfly <i>Princes Suite, first floor</i> Geoff Burch		
12:00 – 12:50	Elective session one:		
	HR, welfare and recruitment <i>(Princes Suite, first floor)</i>	Development and coaching <i>(Wedgewood Suite, first floor)</i>	Helping your teaching staff <i>(Duchess Suite, first floor)</i>
	1a. Don't let HR problems blow-up with Andrea Rowe and Anita Wynne	1b. Effective feedback and coaching with Alex Cann	1c. Preparing staff to deal with student disruption with Heather Rhodes
12:50 – 13:40	Lunch <i>Whitehall Suite, ground floor</i>		
13:40 – 15:10	Elective session two:		
	2a. Real-life welfare: what would you do? with Mark Rendell	2b.i. SEN in CPD programmes with Caroline Roberts	2c.i. Evidence-based observations with Lewis Richards
		2b.ii. Tools and techniques for effective coaching and feedback with Helen Chambers	2c.ii. Introducing Trinity: ethos and background with Dr Mark Griffiths
15:10 – 15:30	Break <i>Whitehall Suite, ground floor</i>		
15:30 – 16:20	Elective session three:		
	3a. Getting recruitment right with Josh Round	3b. Reaching Level 3 CPD in UK ELT with George Pickering	3c. Managing under-performance through Per-formance Improvement Plans with Dawn Harry
16:30 – 17:30	I before U: wellbeing at work <i>Princes Suite, first floor</i> Loraine Kennedy		
17:30 – 18:30	Drinks reception <i>by Whitehall Suite, ground floor</i>		
19:00 – 22:00	Evening dinner and Gavin Dudeney's pub quiz <i>Princes Suite, first floor</i>		

Timetable

Friday 11 March

10:00 – 10:15 Welcome and DELTM presentation *Princes Suite, first floor*

10:20 – 11:10 Elective session one:

Managing yourself
(Princes Suite, first floor)

Getting ready for silly season: top tips for summer preparation with Heather Rhodes

Managing change
(Wedgewood Suite, first floor)

The holy grail to successful change management with Loraine Kennedy

Obligations and accreditations
(Duchess Suite, first floor)

Using published material: legal obligations & making the most of the CLA Education Licence with Julie Murray

11:10 – 11:30 Break *Whitehall Suite, ground floor*

11:30 – 12:20 Elective session two:

From hell-being to well-being: managing stress effectively and creating a healthy workplace with George Pickering

Strategies for growth and the change management process with Richard Kelly

Moving into under 18s – what to consider with Nigel Heritage

12:30 – 13:20 Elective session three:

Controlling your ego states: a coaching technique to be a better manager and colleague with Hannah Alexander-Wright

Changes: turn and face the strain with Helen Lunney

British Council inspection: torture or treat? with Liz McLaren

13:20 – 14:00 Lunch *Whitehall Suite, ground floor*

14:00 – 14:50 Elective session four:

Getting your message across with Gill Davidson

Growing pains: the chains and gains of expanding beyond the UK with Barney Sandell

How to pass inspections with flying colours with Alan Mackenzie and Hanna Furre

15:00 – 15:50 Elective session five:

The search for a stress free life with Dairmuid Fogarty

Incremental improvements: just do it with Mark Long

Safeguarding Q&A with Sarah Etchells and Melanie Judge

16:00 – 16:50 Principles for principals *Princes Suite, first floor*
Mark Waistell

Sessions and speakers

Thursday 10 March

Opening plenary

11:00 – 11:50

What a caterpillar calls death, we call a butterfly with **Geoff Burch**

At any time, the ability to change and change effectively is key to an organisation's success. Geoff would take this a step further and say you don't have to change – survival isn't compulsory. With this in mind, Geoff will deliver a challenging and informative opening plenary, covering how to deal with change, including reducing resistance, seeing change as a positive force, and how to involve people effectively to make change easier.

This session will give you real world solutions you can implement immediately; ideas and tangible tools that will improve your team's and your organization's performance; and unforgettable stories that make you remember what really works.

Speaker biography

Geoff Burch is an internationally acknowledged authority on sales, customers, leadership and change.

A best selling author and business guru, Geoff has been voted 'Business Communicator of the Year' by the UK Speechwriters' Guild and is considered to be one of Europe's most exciting and motivational business experts, working extensively with major global blue chip and FTSE 100 companies to inspire, motivate and inform their people. His entertaining, engaging and forthright presentations deliver powerful business principles and key ideas relevant to organizations of all sizes.



Geoff Birch

Elective sessions

12:00 – 12:50

1a. Don't let HR problems blow up with **Andrea Rowe and Anita Wynne**

A case study where a teacher raises a complaint about a colleague, who then raises a counter grievance. It culminates in both parties being disciplined. Unfortunately, the whole process is handled badly.

The case study will demonstrate to delegates the pitfalls and common mistakes that management fall in to when dealing with such scenarios. Delegates will leave this seminar with the knowledge and methods to manage appropriately the potential outcomes of these types of staffing issue.

Speaker biographies

Andrea Rowe is one of Beststart Human Resources' HR specialists. A member of the Chartered Institute of Personnel and Development with over 20 years' cross-sector HR experience, Andrea is a commercially astute and versatile HR professional with operational and strategic experience.

Anita Wynne is a director of Beststart Human Resources with nearly 30 years' experience in HR, including as HR vice president of global markets at JP Morgan Chase. Anita' now has a diverse client base, from boutique law firms to international brands, and sits on the board of an English school helping them take on the structural changes that are now challenging the sector



Andrea Rowe



Anita Wynne

1b. Giving effective feedback and coaching team members with **Alex Cann**

Giving feedback is an important part of a managers role and an extremely effective way of improving performance, but it can be a challenging and sensitive process. While some employees thrive on feedback, for others 'can I give you some feedback?' generates anxiety and fear.

In this highly interactive workshop you will be given the opportunity to reflect on your current practices, explore alternative ways of delivering feedback and practise coaching techniques with each other.

The session will provide useful tips and techniques as well as suggesting a positive structure to guide the feedback conversation, and will finish by looking at a popular coaching model and trying out some coaching questions.

This workshop provides a useful reminder that our experience isn't always relevant to our staff and that we must 'help them to learn rather than teaching them' (John Whitmore).

Speaker biography

Alex is the academic manager at Edinburgh Language Centre. He set the school up as a CELTA training centre in 2014 and enjoys combining academic management and teacher training. Previously Alex worked in Spain and South America, and managed summer school programmes throughout the UK. He has spoken at the last two IATEFL conferences and is passionate about teacher training, leadership and development.



Alex Cann

1c. Preparing Staff for Dealing with Student Disruption with **Heather Rhodes**

Dealing with difficult behaviour from students doesn't just need good classroom management, it requires good academic management.

This session will look at what you can do to prepare your teachers for student disruption, taking behavioural management on at an institutional level rather than leaving it to individual teachers in their classrooms.

This session outlines:

- ways of formalising decisions into school policy
- disseminating the contents of the school disciplinary policy to staff and students
- tracking disciplinary issues and learning from past experience
- In the course of the session, you will get the chance to share and compare ways of dealing with difficult behaviour on an institutional level and consider if you can do more to ensure teachers and staff are fully equipped to deal with student disruption.

Speaker biography

Heather Rhodes has worked as a teacher, DOS and principal for 15 years in various schools in Thailand, Mexico and London. For the last seven years she has been based at Harrow School, working as the academic principal of BABSSCo summer schools and as head of EAL at Harrow.

She has also set up an online tuition school for teenagers through BABSSCo and has been treasurer of the



Heather Rhodes

Sessions and speakers

Thursday 10 March

Elective sessions two

13:40 – 15:10

2a. Believe it or not? It's student welfare with **Mark Rendell**

The responsibilities of academic managers are varied and we often come across complex welfare issues that fall well outside of our sphere of linguistic and pedagogic training and experience.

Using challenging, real life case studies, that would not be out of place in Ripley's Believe it or Not tourist attraction, this practical session will give you with the chance to hone your interview and counselling techniques and identify the policies and agencies that will help you through the minefield of student welfare.

Participants will leave the session energised and confidently armed with practical new insights and awareness of how to bring student welfare cases to successful conclusions.

Speaker biography

Mark Rendell is the principal of St Giles International London Central. Previously, he served the ELT industry as deputy chief executive at English UK and had an extensive TEFL career in various academic roles in Poland, Saudi Arabia and China. He is currently the vice chair of English UK London and has an MSc in ELT Management.



Mark Rendell

2b.i. Making special educational needs the focus of your school's CPD programme with **Caroline Roberts**

As Special Educational Need and Disabilities (SENDs) lose their taboo, teachers and students are able to identify and deal with them more effectively. However many schools struggle to formally integrate training in SENDs into their CPD programmes.

This participatory session aims to give an overview of SENDs and provide practical ideas on how to focus a CPD programme on helping students with SENDs.

We will cover recognising SENDs; optimising a learner with a SEND's learning; dealing with SENDs without causing disruption to the class or embarrassment to the student; optimising empathy within the classroom; and finally, formulating a useful and stimulating CPD for teachers in the EFL context.

Speaker biography

Caroline Roberts is a senior teacher at Eurocentres Bournemouth. She has worked as an education manager at the Natural History Museum and held a number of positions in EFL in the UK and Spain. She has a Master's in Applied Linguistics from Birmingham University. Her professional interests include teaching with technology, teacher training, teaching without course books and special educational needs.



Caroline Roberts

2b.ii. Tools and techniques for effective coaching and feedback with **Helen Chambers**

It is impossible to underestimate the importance of feedback – regardless of the environment, the size or type of school, all managers need to plan and deliver effective feedback, to inspire, encourage, empower and motivate people to raise levels of performance.

This dynamic and interactive session will look at some of the requirements for effective coaching and feedback, key tools and techniques and how to build trust and interpersonal relationships to enable high levels of performance for individuals and teams.

These topics are key to establishing a development culture within a language school, and are also relevant to us as individuals. In a world that is constantly changing, we have to keep up!

Speaker biography

Helen Chambers has over 25 years experience in training. Her training and consultancy business focuses on leadership and management development, staff training, quality consultancy and strategic development.

Helen works extensively with private FE and international audiences, is a former lead inspector for ISI, a visiting lecturer at the National Fire Service College and the University of Wales Trinity St Davids, Institute of Leadership and Management fellow and is a licensed MBTI practitioner. She is also accredited as a Stress Management Consultant.



Helen Chambers

2c.i. A developmental and evidence-based model of observation with **Lewis Richards**

This session will outline a model for the observation of in-service teachers by academic managers which has a focus on recording evidence-based material, and an approach to the observation process with a focus on development.

In the particular, the model shows how to get teachers to examine their own practice, and reflect on ways to improve and develop. The model has been successfully trialled in a range of contexts.

The presentation will provide templates for doing this kind of observation; look at the theoretical basis for it; and include video contributions from teachers who have been observed in this way, and teacher-trainers who have used the model.

Speaker biography

Lewis Richards is the director of studies of exam classes at LSI Portsmouth. He also works as a teacher-trainer and teacher, and has 20 years teaching experience. He works with other teacher-trainers on observation techniques, and has spoken on observation at several conferences. He is the co-author of 'IELTS Advantage Writing Skills' (DELTA, 2011).



Lewis Richards

Sessions and speakers

Thursday 10 March

2c.ii. Communicative language testing in the 21st century: from theory to practice to real-world benefits with **Mark Griffiths**

Just as the late 20th century saw a transformation in teaching of English, as we moved to a more communicative approach, the 21st century is seeing a transformation in the testing of English.

Around the world governments are pushing for more communicative, even bilingual, classrooms and are choosing communicative testing of real-world English skills, rather than formulaic teaching to the test.

Back in the UK, the Home Office recently ruled that for foreign nationals applying for visas, an assessment of real-world English communication skills is paramount.

This session will outline some of the theoretical choices in content and medium that underpin communicative language tests, exemplifying these points with practical examples and identifying the potential benefits for UK course providers adopting a modern approach to preparing for assessments in real-world English skills.

Speaker biography

Dr Mark Griffiths is a teacher, teacher trainer, applied linguist, language researcher and author. With over 25 years' experience in English language teaching and testing, Mark has worked with teachers in 20+ countries, delivering training on innovative classroom practice and practical solutions for preparing for exams.

For the last 15 years, Mark has also worked as a professional language assessor and trainer for Trinity College London. Mark is also an adopted Cardiffian and can provide local knowledge in exchange for gin.



Mark Griffiths

Elective session three **15:30 – 16:20**

3a. Recruiting right – and fairly with **Josh Round**

Recruiting teachers is no mean feat - navigating a pile of deceptively brilliant (or unerringly awful) applications, defining what you're looking for, and then determining whether that person is sitting opposite you.

This workshop session will look at the ins and outs of effective and fair recruitment, and consider whether 'native speaker' should ever feature on the job description.

We will discuss the competencies and characteristics of a great teacher; recruitment strategies and the issues surrounding five potential candidates in a mini case study; the myths and realities (and legal facts) around the recruitment of non-native speaker teachers; and we will share best practice in the overall process.

Speaker biography

Josh Round has nearly 20 years of experience in ELT, working mainly in London-based language schools, firstly as a teacher, then as a teacher trainer, before becoming a director of studies at St Giles International London Central,

Josh is Trinity Diploma qualified, holds the English UK Diploma in ELT Management, is chair of LONDOSA, and on the IATEFL LAM SIG Committee. He has also delivered training sessions for English UK.



Josh Round

3b. Reaching Level 3 CPD in ELT in the UK with **George Pickering**

CPD in UK ELT has gone through a number of stages of development. Once left to the individual teacher, the picture has now changed for the better.

Accrediting bodies, including Accreditation UK, now expect CPD policies and procedures that offer learning opportunities to all staff and the range of channels and opportunities available has mushroomed e.g. through access to online courses and webinars.

Despite these advances, many institutions still fail to maximise the benefits of CPD and do not fully address a number of issues from assessing teachers' professional needs to evaluating the effectiveness of CPD and its return on investment.

In this session we will briefly explore the road travelled and current issues, before focusing on how to take CPD to Level 3 in your institution. We will explore the role of intermediary institutions in enhancing CPD and reference best practice and educational research.

Speaker biography

George Pickering is a well-known educational coach, trainer and consultant who has worked in over 60 countries. He is the academic course director on the English UK DELTM course and a tutor on the IDLTM run in Barcelona and elsewhere.

George is an Accreditation UK inspector and was the first director of Bell's Teacher Campus at Homerton College, Cambridge. He is an IATEFL trustee, holds a PGCE, an MA in Second Language Learning and Teaching, and diplomas in management, coaching and counselling.



George Pickering

3c. Managing under-performance through performance improvement plans with **Dawn Harry**

Managing under-performance can be a difficult area, often with the potential to lead to stress, anxiety or conflict.

In this hands-on, practical session we will look the role that performance improvement plans (PIPs) can play in order to structure the management process and facilitate a successful outcome.

We will consider what needs to be included in a PIP, and how this could best be framed and implemented. We will evaluate possible PIP documents and you will have the opportunity to complete a plan. We will also consider how to plan and prepare for face to face meetings in order to minimise potential conflict. Finally, we will draft a set of guidelines based on shared experience and best practice.

Speaker biography

Dawn Harry is currently a director of studies at Kaplan International in Oxford. She has an extensive background in EFL, teaching and doing teacher training at language learning institutions, schools and at university level in the Middle East, South East Asia and the UK before moving into a management role.

She has spoken at a number of conferences in South East Asia on a range of topics related to teacher development and ELT teaching. She holds the DELTA and MA TESOL, with a focus on teacher development.



Dawn Harry

Sessions and speakers

Thursday 10 March

Closing plenary

16:30 – 17:30

I before U - Wellbeing at Work with
Loraine Kennedy

How can you expect to manage others if you haven't first learned to manage yourself well? Do you feel like a headless chicken? Are you wearing yourself out?

We plunge into management life but before we know it we have endless demands ringing in our ears and a to do list as long as one's arm.

Let's take some time out now in this session to focus on ourselves. What can we do at work to balance the workload, reduce the stress and keep sane? And what does mindfulness really mean? Let's see what the experts say and apply it to our own work context.

Speaker biography

Loraine Kennedy is an independent educational consultant, with more than 25 years' international and UK experience within the ELT profession.

Her particular interests lie in developing schools and developing people: educational management solutions, work-related coaching, people management skills, and establishing professional development systems and programmes for teachers and managers.



Loraine Kennedy

Drinks reception

17:30 – 18:30

Please join us for a drink or two to relax and discuss the day with your peers before dinner.

Drinks and nibbles will be available in the bar area next to the Whitehall Suite (the exhibitor and lunch hall)

Evening dinner and pub quiz

19:00 – 22:00

We look forward to hosting those that have chosen dinner in the Princes Suite (the main plenary room), to enjoy a three course sit-down dinner.

Quizmaster veteran Gavin Dudeney will lead a quiz at the end of the meal, lasting around 40 minutes. No need to have a team pre-prepared – please stay, make new friends and pit your wits against your peers!

Sessions and speakers

Friday 11 March

Welcome

10:00 – 10:15

Welcome and DELTM presentation

Please join us for the opening of the second day, which will also see the presenting of certificates to some of our successful candidates from the Trinity validated English UK Diploma in English Language Teaching Management.

As many alumni of the course will testify, it is an achievement to pass and we hope you will join us in congratulating the successful candidates.

Elective session one:

10:20 – 11:10

1a. Preparing for silly season: top tips for summer prep with **Heather Rhodes**

Anyone who runs summer schools or centres with seasonal fluctuations in student numbers is likely to be familiar with the sense of running round like a blue bottomed fly during the summer months.

No amount of incense sticks and yoga classes will help you find your inner summer Zen without having put in the right preparation in the months beforehand.

This session will be a swap shop of tips from the front-line to make your summer season smoother. We will cover summer recruitment; support for new teachers; Teacher Development programmes; managerial rotas; planning feedback collection for the summer; and more.

Come along to exchange ideas about what has (and hasn't) worked for you, and use the hard-earned experience of others to bring some peace and tranquillity to this year's silly season.

Speaker biography

Heather Rhodes has worked as a teacher, DOS and principal for 15 years in various schools in Thailand, Mexico and London. For the last seven years she has been based at Harrow School, working as the academic principal of BABSSCo summer schools and as head of EAL at Harrow.

She has also set up an online tuition school for teenagers through BABSSCo and has been treasurer of the London DOS Association for five years.



Heather Rhodes

1b. The Holy Grail to Successful Change Management with **Loraine Kennedy**

In these very challenging and fast changing times, you need to bring about lots of changes at work. And no doubt you want to know how to do it as quickly and painlessly as possible.

Statistics show that most change initiatives fail, so we know that it takes more than a good idea and a persuasive voice to bring staff on board and effect positive lasting innovation.

This session will explore the recommended dos and don'ts of change management in order to maximize your chances of success, by doing the right thing in the right way at the right time, as you face the future.

Speaker biography

Loraine Kennedy is an independent educational consultant, with more than 25 years' international and UK experience within the ELT profession.

Her particular interests lie in developing schools and developing people: educational management solutions, work-related coaching, people management skills, and establishing professional development systems and programmes for teachers and managers.



Loraine Kennedy



Julie Murray

1c. Using published material: your legal obligations and making the most of the CLA Education Licence with **Julie Murray**

From reputable published print texts to fun online resources, EFL teachers have more material at their disposal than ever before. Whilst this presents many opportunities for engaging lessons, it also brings to the fore a potentially delicate balancing act: how to maximise the value of published content for students while remaining copyright compliant.

This session will help you understand the copyright landscape and the detail behind the CLA Education Licence, which all English UK members hold. The session will cover:

- Why the licence exists
- What activity the licence covers within licensed institutions
- Practical applications of the Licence: How it supports the creation of robust and meaningful activities in English language teaching.

You will leave with an understanding of what your staff need to know about their copyright responsibilities, and also how best to invoke the Licence to save you and your staff valuable planning time.

Speaker biography

Julie Murray is a member of the Education Team at CLA, which involves the transparent and practical explanation of the CLA Education Licence to school management, teachers and library teams.

Previously Julie was a departmental head (History and Politics) in an 11-18 school in North West London. As such, she understands the place of third party material in the classroom, and how best to plan the use of resources in order to progress student learning.

Sessions and speakers

Friday 11 March

Elective session two: 11:30 – 12:20

2a. From hell-being to well-being: managing stress effectively and creating a healthy workplace with **George Pickering**

The Financial Times reported that stress management is the biggest problem for European companies today – over 40% of staff absences are linked to stress.

In ELT in the UK, expanding workloads and the economic downturn leaves many managers and staff feeling under pressure to deliver more in less time and with fewer resources. And few organisations have risk assessments for the wellbeing of their workforce.

This practical workshop will include:

- Identifying the major causes of stress at work
- Reviewing strategies for managing stress
- Practical techniques for improving wellbeing, from pattern interrupts for negative thought patterns to wearable technology
- Developing wellness policies and practices
- Assisting managers to help themselves as they help others

Speaker biography

George Pickering is a well-known educational coach, trainer and consultant who has worked in over 60 countries. He is the academic course director on the English UK DELTM course and a tutor on the International Diploma in Language Teaching Management (IDLTM) run in Barcelona and elsewhere.

George is an inspector for Accreditation UK and was the first director of Bell's Teacher Campus at Homerton College, Cambridge. He is an IATEFL trustee, holds a PGCE, an MA in Second Language Learning and Teaching and diplomas in management, coaching and counselling.

2b. Strategies for growth and the change management process. with **Richard Kelly**

In an industry currently facing considerable challenges, this session brings together, in a workshop format, some thoughts from management theory on strategy and change management, giving participants the opportunity to consider the practical application of the theory to their own business situation.

The session first focuses on how the participants' organisations can make the most efficient use of their resources by considering a line of thinking on selecting strategies for growth. Participants will be asked to consider various options for their organisation before choosing the ones most suitable and likely to succeed.

It then presents a framework for the change management process the organisation is likely to undergo in following the selected strategy, to give that strategy the best possible chance of success. Finally it offers thoughts on the communication of the change process and strategy implementation to stakeholders to ensure their 'buy in'.

Speaker biography

Richard Kelly is the centre manager of Eurocentres Bournemouth and the safeguarding operational lead for Eurocentres UK. He has held a number of teaching and management positions in the public and private education sector in the UK and abroad. He is professionally interested in all areas of management and teaching and learning.



George Pickering



Richard Kelly

2c. Moving into U18s: what to consider. with **Nigel Heritage**

In current market conditions, ELT providers who accept only 18+, or maybe 16+, students are now listening seriously to requests to send younger students. 'Is this something we could manage? What about those PON groups? The junior market appears to be holding, so can we take a (bigger) piece of it?'

Taking younger students can make sense financially; however, it comes with greater responsibilities and more inspection criteria for both British Council and ISI. It should not be viewed as an easy option.

This session provides an overview of things to consider: How suitable are the premises? How can we mix adults with younger students and meet our safeguarding obligations? What checks do we need to do on staff? What are we going to teach the younger students; have we got suitable materials? Do we have to remove pub nights from the social programme?

Attending this session will not provide all the answers but give you a lot of the right questions to think about before proceeding.

Speaker biography

Nigel Heritage is a freelance consultant and trainer specialising in younger learners, safeguarding and student welfare in general. He has more than 30 years experience in ELT, most of it with younger learners, as a teacher, manager, consultant and trainer. He is a tutor on the English UK Cert SSM course and a member of English UK's consultancy team. Nigel aims to deliver positive and enjoyable sessions.



Nigel Heritage

Sessions and speakers

Friday 11 March

Elective session three:

12:30 – 13:20

3a. Controlling your ego states: a coaching technique to be a better manager and colleague with **Hannah Alexander**

Our “ego states” are when we react like a “child”, an “adult” or a “parent” in situations. Often this is a natural reaction – the child: “it’s not fair” or the parent: “don’t do that”. But our natural reaction isn’t always the most productive or desired response.

When is it appropriate to react in your state? When that colleague rubs you up the wrong way, which state do you naturally reach for? Which would get you the best result? By being aware of our ego states and understanding our reactions we can improve how we engage others and solve problems.

By the end of this session you will be more aware of your natural ego states and have a method for assessing the best reaction for better outcomes when dealing with difficult clients, colleagues and managers.

Speaker biography

Hannah Alexander is the marketing and business development manager at the Language Centre, University of the Arts London (UAL). She is DELTA qualified, a Chartered Marketer, on the English UK Enterprises board and vice chair of English UK London.

Hannah has taught in Italy and the UK, is a qualified coach and an active members of the Coaching Network at UAL.



Hannah Alexander

3b. Changes – turn and face the strain with **Helen Lunney**

This session will look at change in the context of an EFL centre, how and who the change affects across the organization and how you, as a manager, can best deal with this.

Using a case study of major building works, participants will get hints on how to guide change through stages of preparing staff (including getting ‘buy in’ and managing resistance), anticipating problems, managing temporary changes, managing expectations and evaluating the results after the change has been made.

Expect an interactive session with lots of discussion with your peers.

Speaker biography

Helen Lunney is director of studies and interim school manager at Language in Totnes. She is a DELTA Module 2 local tutor for the DELTA online course both for Bell and International House and has previously taught at International House in Bath, San Sebastien, Porto and Skopje.



Helen Lunney

3c. British Council inspection: torture or treat? with **Liz McLaren**

What makes for a positive inspection? How can you turn what some people perceive to be a threat into an opportunity to shine?

Whether you're looking forward to an inspection in 2016-17 or dreading it, come and find out what to expect. If you had an inspection in 2014-15, come and share your experiences and take a look ahead to what might change for your next inspection.

For those puzzled by Prevent or confused by care of under 18s, there will be a chance to explore what might work in your particular context and an opportunity to ask questions or share good ideas.

Speaker biography

Liz McLaren is the manager of the British Council Accreditation Scheme for UK ELT centres. She taught English in Spain before joining the British Council and has worked in the Accreditation Unit for long enough to receive an MBE

Liz is responsible for the day-to-day management of the Scheme, the accreditation team in Manchester, inspectorate and Accreditation Committee. After so many years in accreditation, she's older, perhaps wiser but not fed up with the UK ELT sector yet. When not poring over inspection reports, she enjoys gardening, has an allotment and keeps chickens.



Liz McLaren

Sessions and speakers

Friday 11 March

Elective session four:

14:00 – 14:50

4a. Working in the chain gang: the challenges of building a community in a multi-centred organisation with

Gillian Davidson

Larger organisations with more than one centre and often with centres in more than one country are becoming more common in our market. They have the potential to make a huge contribution to our industry with increased investment and opportunities to engage with accreditation and regulatory bodies.

They do, however bring with them their own challenges for creating a company culture among the staff in the various centres (and countries), ensuring company standards are met across all centres and creating a flow of ideas between the centres.

The aim of this session is to examine these challenges and propose and discuss ways to overcome them. The session is aimed at school managers and directors of studies working in such organisations.

We will look life in a multi-centred school with particular reference to building a company ethos, building teams across the centres as well as within the centres and discuss ways to promote the sharing of ideas, best practice and experience for both teaching and other staff teams.

Speaker biography

Gillian Davidson has worked for chain schools for all her EFL career in Slovakia, Indonesia, Russia and the UK and has been in EFL management for 17 years. She is regional academic director for EC English with responsibility for schools in the UK, Malta and South Africa, and has done a similar role for Kaplan in the UK and Ireland and for EF in Russia.

4b. Growing pains: the chains and gains of expanding beyond the UK with **Barney Sandell**

Five years ago a quality UK language school decided to diversify by buying a school in Italy. Appointed as School Manager I have been working at the rock face of this new expansion project, which has brought with it plenty of challenges and disappointments within a wider picture of success.

Based on my somewhat patchy learner diary, I would like to share – in a spirit of humility, humour and honesty – the most interesting of my experiences. I hope to provide some insights into putting business buzz theories into practice as well as suggestions about what needs to be taken into account when exporting expertise from a UK weekly enrolment, intensive course environment to a smaller community language school.

In that sense this workshop is a case study in change management, which includes elements such as adapting organisational culture, identifying transferrable USPs, risks in takeovers, brand identity and grappling with the slippery concept of synergy.

Speaker biography

Barney Sandell has been involved in ELT since 1997 and has worked his way through a variety of roles that the industry offers including teacher, assistant DOS, Trinity College London teacher trainer and published materials writer. He has been associated with St George International one way or another since 2002 and is currently the manager of their school in Italy.



Gillian Davidson



Barney Sandell

4c. How to pass inspections with flying colours with **Alan Mackenzie & Hanna Furre**

Last year, NILE went through two inspections in one week with Equals and British Council. On almost all counts we received the highest ratings. To help other English UK members also achieve positive results from the inspection process, this presentation by inspection coordinators explains the one-year preparation process we went through.

Focusing on inspection events and preparation processes as development opportunities for the organisation as a whole, galvanizes staff attitudes and actions. This highlights areas for improvement in plenty of time for the actual inspection events. We will explain how this was set-up, communicated and coordinated.

Ensuring that all policies and processes were critically self- and peer-reviewed increased communication and transparency across the organisation. New processes and policies were created collaboratively and embedded within our working practice well in advance of inspections. This enabled all staff to comfortably and confidently explain what we do and why we do it on a regular basis.

Feedback from staff was overwhelmingly positive. Main areas appreciated were involvement and ownership over their own responsibilities while having the opportunity to feed into other areas.

The process was not without its hiccups. We will explain the ups and downs with tips on how to avoid pitfalls.



Alan Mackenzie



Hanna Furre

Speaker biographies

Alan Mackenzie is academic director of projects for Norwich Institute for Language Education (NILE). He previously worked as an ELT teacher, trainer and project manager for 23 years across Asia. He has introduced a number of new ways of working to the organisation.

Hanna Furre is business development co-ordinator for NILE, where works with Alan to coordinate teams across the organisation and ensure correct documentation was available for inspections. Hanna has worked across all departments in NILE and this breadth of view, alongside her own experience as a multiple language learner, has helped inform NILE's processes.

Sessions and speakers

Friday 11 March

Elective session five:

15:00 – 15:50

5a. The Chimp Paradox and the search for a stress free life with **Diarmuid Fogarty**

(Princes Suite, first floor)

In 2013-14, the Health and Safety Executive logged 487,000 cases of work-related stress, depression or anxiety and 11.3 million working days lost because of stress. One of the main industries which reports stress as a major problem is education.

Is it possible to work in language teaching and to enjoy a relatively stress-free existence? I think so.

In this talk I will introduce you to the Chimp Paradox. This is a mind model devised by leading sports psychiatrist, Steve Peters. I will outline the three major components of the model and will explore how the interplay between them can be regulated to minimise any sense of stress and anxiety.

The talk presupposes little to no understanding of the chimp mind-model and aims to inspire you to find out more about how it can improve your working life.

Speaker biography

Diarmuid Fogarty is the director of studies for English Language Programmes at INTO Manchester. He has worked in English language teaching since 1994 and still finds it a challenging, stimulating field.

Over the years, Diarmuid has worked as a teacher, examiner, manager and reviewer, and his MA considered the true worth of evaluative observations.



Diarmuid Fogarty

5b. Incremental Improvements: 'Just do it' (really?) with **Mark Long**

(Wedgewood Suite, first floor)

Academic managers, like all managers, are expected to deliver and improve services. But when busy, we tend to relegate the improvement, or developmental, side of the job until circumstances force our hand: a looming inspection which requires evidence of improvements or an immediate operational need for change.

Almost everything teachers do in their lessons is expected in some way to promote learning, that is, to help their learners' English 'grow'; managers can feel they spend a lot of time just 'doing', and not 'growing'. Building development into routine tasks adds value to the organisation and increases job satisfaction.

This session presents a planning model which aims to raise managers' awareness of the status of their activities and help them prioritise their time accordingly. It also encourages a philosophy of incremental improvement in conjunction with step changes.

By the end of this participatory session, academic managers will see incremental improvement as an integral part of operational tasks, accelerate change at their centre, and find their work more rewarding.

Speaker biography

Mark Long is director of studies at BEET Language Centre, Bournemouth. Previously, he was a teacher for 10 years, mostly in the UK but also in Turkey, Poland and Egypt. He holds an MA in Applied Linguistics/ELT and the English UK DELTM, and his interests as an academic manager include measuring progress, performance-related pay and quality systems.



Mark Long

5c. From CELTA to teaching teens-bridging the training gap with **Mel Judge**

In 2014 almost 50% of students at English UK schools were juniors – a 24% growth on 2013. How do we as academic managers ensure that we are equipping new teachers with skills and techniques to manage, challenge and inspire teenage learners?

This session will explore ways to ensure teachers are keeping students safe in the classroom; practical ways to support newly trained teachers through pre-course training, ongoing support and course reflection; equipping them to meet the learning and behavioural needs of teenagers; and the difference between expectations and the reality of teaching teenagers on short courses.

After an interactive session that encourages plenty of audience participation, academic managers will feel better equipped to support their teachers on courses for teenagers – resulting in happier students and teachers and more effective teaching and learning.

Speaker biography

Awaiting text



Mel Judge



Mark Waistell

Closing plenary 16:00 – 16:50

Principles for principals with **Mark Waistell**

It can be lonely at the top (or the bottom?). Many language teachers are, or become, freelancers but relatively few start their own schools, or head academic departments at colleges or universities – and even fewer manage to be successful at it.

Why is this? What are the areas of focus for an educational manager in a language teaching institution (and is “manager” even the correct term?). In this talk, Mark examines areas of management, leadership, pedagogy, global trends and innovation with reference to this unique post. Sometimes academic, sometimes pragmatic, intentionally challenging and hopefully entertaining, Mark will attempt to assist aspiring and existing educational managers to understand their Principals..... and Principals to examine their principles.

Speaker biography

Mark Waistell is senior partner of Accent International, an award-winning training organisation and consultancy for executive and professional English, intercultural awareness and international working, which he founded in 1988.

At various times, scientist, primary school teacher, EFL teacher, ESP teacher, author, teacher-trainer, lecturer, DOS, and principal, Mark now focuses on Strategic Management and Consultancy.

Mark is senior consultant at Accentuate, a member of the Accreditation Services Advisory Committee to the British Council, and founding Chair and continuing committee member of Business English UK. He works all over the world and speaks widely on language, communication and international management topics.