

DARING to D.R.E.A.M. An Alternative Approach for ELT Management PART TWO

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Abstract: Part one of this article introduced the reader to the background information and rationale of the D.R.E.A.M. Management concept; a management approach designed to keep quality teaching and learning at the heart of everything we do as educators. Part one also introduced the reader to the first five management principles, while also asking questions designed to make the reader reflect about their own perspectives as educational managers and leaders, or as classroom educators. Part two of the article deals with the second set of five principles. These principles like the first five are drawn from educational management, team building, staff development and leadership sources and are designed to keep teaching and learning at the heart of education by engaging faculty and encouraging them into more management and leadership roles. The aim of D.R.E.A.M. is the creating of better pedagogical standards and more satisfied and successful stakeholders.

Keywords: *Management & leadership, Appraisal and development, Motivation and involvement*

*“The best executive is the one who has sense enough to pick good men to do what he wants done, and self-restraint to keep from meddling with them while they do it”
- Theodore Roosevelt*

“Management is doing things right; leadership is doing the right things” - Peter F Drucker

“Management is about arranging and telling. Leadership is about nurturing and enhancing” - Tom Peters

2.3. ENHANCE and ENJOY

Q10. *How is your appraisal at work tied to your professional development?*

Q11. *Do you have a list of professional goals and time frames?*

Q12. *In what ways would you like help developing as a teacher, materials' developer, manager or researcher?*

Q13. What was the cause of the last laugh you had at work?

Q14. Is your place of employment a truly enjoyable place to work, or how would you change it to make it more respectful and enjoyable?

Quirke and Allison (2008) stress that the enhancement of faculty is one of the most essential elements in the DREAM Management approach, because this is how faculty develop and how management can show interest and respect for their team's professional involvement and development. Management should strive to **enhance** faculty's skills, which can be done using annual appraisals and a portfolio system to drive their professional development. The approach will be detailed later in this article in the section on **appraisal**. A DREAM Management approach stresses that staff should feel that they are not only being contracted to make up teaching numbers, but that they should also feel that their own professional development is of importance to their immediate management, department and/or school. This means that once any staff member has settled into their new position, and has become familiar with their role therein, they are expected to make and negotiate their own professional development plan. Any goals should obviously be closely aligned to departmental or institutional goals, with negotiation on suitable time-scales and achievement markers, and with management ensuring institutional support is given to achieve the planned goals: as seen in tables one and two in Part One of the article: **development**.

However in the aforementioned workshops, Honisz-Greens (2008-2011) found that in Japan many participants reported that their professional development is not discussed, planned or reviewed by their management in any meaningful way. Workshop participants suggested that this was likely due to a lack of managerial ability to lead, but was more likely due to a lack of interest or investment in them as faculty members, as most teachers had contract positions lasting only a few years. Many also stated that they felt grateful that they had some type of research fund made available to them, but that any fund without guidance and mentoring from an experienced manager/leader/senior seemed like a waste of resources. Ideally faculty's professional develop should be seen as an investment and they should be encouraged to stay in their current institutions. However, the unfortunate reality of teaching in Japan means that little long-term professional security is given to faculty, suggesting a lack of consideration to those in the trenches of the profession, which in turn affects the enjoyment and motivation of the average teacher and amounts to the discarding of a valuable investment.

Does our faculty **enjoy** their work, where they work, and working with those around them? How do they outwardly show signs of these feelings? This second 'E' is the central letter of DREAM and also arguably the most important theme of the DREAM Management concept. It stresses the belief that a satisfied and happy faculty help create the environment that is enjoyable to be in and therefore conducive for effective pedagogy to occur, creating optimal conditions for both staff and learners alike to thrive. Very few would argue against

the idea that happiness comes from inside and is generated by each individual person. Therefore, since each person controls their own individual happiness it is important to find ways to allow each staff member as much input as possible, so as to feel that they have a measure of control over their professional life and professional development, if they are to be truly happy.

A simple method for encouraging more control, and therefore more enjoyment, would be to use personal and professional development plans to set clear goals for teachers, thereby allowing them to take some input into the types of classes they teach or specialise in, the type of 'meaningful' research they do, and the types of administrative tasks and roles they are delegated. Management should strive to create a system whereby time is set aside to appraise a teacher's role and performance in ways that are meaningful and purposeful to faculty and the institution. Workshop research (Honisz-Greens, 2008–2011) found that in many cases faculty felt estranged from their management and commented on the existence of a *'them and us'* environment in the workplace, and that they did not feel that they were being professionally guided in any deliberate way. Also, when professional appraisals were done they tended to be rushed and without any pre-planning or transparent or long-term purpose. Or in the words of one respondent, "*...it feels like it was a type of window dressing, done without planning or meaning to me...*" or from another workshop respondent, "*...it seems appraisals are done because they sound or seem appropriate to do, but in reality they seem not to be done effectively or with teacher training in mind*".

Quirke and Allison (2008) posit that when effective educational management recruit faculty they find people who are not only able to do the particular job or tasks required, but are people who are also willing to continue developing themselves and/or have a desire to be helped to develop further. However in most cases in Japan at least, it seems that true mentoring in educational circles is almost non-existent and faculty are often given tasks they are unsuited to, or uninterested in doing; given tasks without any concern to their professional growth, which in turn does little to help faculty enjoy what they do in their roles.

The workshop participants (ibid) also highlighted one other major cause of dissatisfaction in the workplace was due to the fact that management rarely considered their schedule or private needs outside their main place of work. The majority commented that for many untenured staff, who are limited to contract teaching positions of a few years duration it has become increasingly common to have a second part-time job to supplement income: this seemed to be especially true of those with a young family to support. However, many commented that a continued burden was placed on them when their day-off, which was their opportunity to earn additional income, was changed every academic semester or year, despite requesting to keep the same day off and hence keep their part-time position and income.

The DREAM Management concept would encourage managers to consider such requests

as having the same day off as being very important, as it offers faculty who are on limited contracts financial security in being able to comfortably address any overheads they may have. This would also give the important psychological blanket of relieving the stress of having to continually find new part-time teaching positions in highly competitive job markets, or at worst not be able to pay the bills (this will be discussed in 2.5 **motivation**). Needless to say, good management must find a balance of getting the job done at their own institutions with also balancing and considering reasonable staff requests, so as to alleviate stress and create a happier faculty and create a more enjoyable and respectful workplace. As discussed with participants in the workshops (ibid) a simple example solution/compromise to the above situation could be guaranteeing the same day/s off for a minimum of two years, which would reduce some stress for the teacher and cancel out having to find new part-time position every term or year, making them happier in their full-time place of work and more effective in their roles.

2.4. APPRAISE and ATTEND

Q15. What do you understand as the difference between appraise and evaluate?

Q16. How is your appraisal at work tied to your professional development?

Q17. Do you have a list of professional goals and time frames?

Q18. In what ways would you like help developing as a teacher, materials' developer, manager, or researcher?

Q19. What do you believe is the number one concern that managers should be attending to?

The D.R.E.A.M. Management approach encourages the **appraisal** of staff, and not the evaluation of them. As Quirke and Allison (2008) rightly point out, management must learn to become less critical of staff efforts and learn to appraise through constructive and formative approaches. This means recognising the important differences between observing, evaluating and **appraising** any performance (Scriven, 1973, 1981 and Quirke, 2006). It is important to learn to appraise through negotiated constructive approaches, which build and empower the staff member, and not only evaluate them. Observations can be a very negative and destructive experience for any teacher, if done by an inexperienced manager or trainer who has not negotiated the purpose and aims of the observation and may not be well groomed in correct language and methodology of teacher training.

Quirke and Allison (2008) posit that an effective appraisal system is one that is standardized, coherent and valuable to all involved. Ideally it is a process that is fair to all involved, based on sound management and leadership practices, thus allowing for any potential issues to be identified and acted upon early in the process, and assures that there is consistency

in the approach and that all steps are systematically applied and outcomes documented. When such systems are applied it signals to teachers that they are respected and seen as valued resources, whose continued professional growth is seen as important, and that the institution communicates in a transparent fashion, a clear and accountable process. Figure 1: below, shows seven possible stages in the process of an effective appraisal cycle.

Stage 1: Objectives:

The first stage of the process is for teachers to identify their professional development objectives. If it is a new/rookie teacher then they can seek advice from their manager on how best to address any gaps they have in their teaching performance or institutional knowledge and performance, or ideally objectives can be based on the previous cycle's final appraisal meeting. Objectives can include the following, but are not limited to:

- a) Classroom teaching methodology (pedagogy)
- b) Professional development activities (research and professional development)
- c) Departmental duties (administrative skills)
- d) Institutional duties (events, homestays, festivals, clubs)
- e) Others – follow-up on the previous cycles discussion record

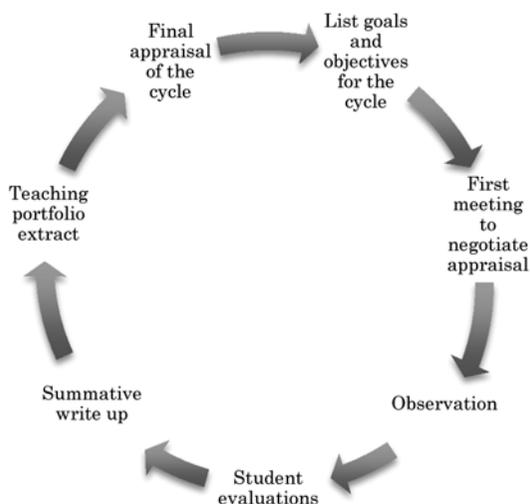


Figure 1 Appraisal Cycle

2. First official meeting to negotiate appraisal:

The teacher and manager meet to discuss and negotiate that the process is and will follow correct departmental protocols including areas such as:

- a) Objectives are clearly stated and acceptable to both parties, so that both teacher and departmental needs are addressed
- b) When class the observation will be done and who will do the observation
- c) What format the observation should take

- d) That student evaluations are also gathered post-observation, using standardized forms and that a soft copy is also sent to the manager for record

3. Observation:

Drawing from best professional practice (Burns 1999, Edge 2002, Fullan 2004), the DREAM concept suggests that there should be a minimum of one observation done every year on each teacher. Every observation must have a pre-observation meeting and also a feedback session of no less than one-hour duration, as well as an optional write-up of the observation if desired. The pre-observation meeting allows the observer to understand the teacher's lesson or work objectives and identify any final problems or gaps. It also allows the observer to brief the teacher on what type of observation they would like to do, although this is also negotiable, as observations can fall into several different types:

- a) A straight 90 minute class observation
- b) A short 30 minutes observation done with every class that is being taught that lesson
- c) A blitz observation of every class the teacher does in a given week – usually 10–20 min per class
- d) An unseen observation – done by video or remote viewing (Quirke, 1996)

During the observation the manager should take notes and create questions that can later be used as a reflection tool in the feedback session. During the feedback session, which is ideally at least a couple of hours after the observation, thus allowing both parties time to reflect, the teacher leads the discussion by answering the written questions posed by the manager. An observation write-up is not be required at this stage, but can be requested by the teacher from the manager (peer or students). Such approaches to offering feedback allow the process to take a constructive form. It can also be negotiated whether a performance is videoed, so that certain elements can be viewed and discussed during the feedback.

4. Student evaluations:

Student evaluation can be either institutionally sanctioned, or be informal and collected by the teacher to support their classroom or professional objectives and development. They should be conducted at a time that is convenient for both the students and teachers, so as not to be shoehorned into an already busy lesson or class. Quirke and Allison (2008) state that ideally a teacher should also have a minimum of four classes evaluating them each year; however, they do not state 'why' an minimum of four is advised nor offer any guidance on how to best interpret findings. When the evaluation results become available management and teacher should discuss them and specifically what in them will be referred to in the portfolio extract. Management should also know about the characteristics of the evaluating class, and ideally be aware if other teachers had used the class before for evaluations, thus looking for of any data trends from that particular class. They should also know

the immediate circumstances of the student evaluation - e.g. if it was done just after a testing week, as this could also affect the outcome.

5. Summative write up:

A summative write-up is generally not a required component in many appraisal programmes, mostly due to it being very labour intensive, and more so in large academic programmes. However, if required by the teacher it should be done as it provides materials for a teacher's professional development portfolio. Quirke and Allison (2008) recommend writing a short one-page review of how the teacher has fulfilled the negotiated objectives to avoid going off-topic or producing long unwieldy documents.

6. The Teaching Portfolio Extract (TPE)

The TPE is the teacher's summary of their observations and professional development plans and outcomes. It must be noted that the portfolio is private and should be able to take any form the teacher is comfortable with. It is not a public document. It is simply where the teacher stores all their documents connected to all aspects of their professional observations and development, which they can access quickly if required. Quirke and Allison (2008) suggest the extract should include a self-evaluation with reflection on teaching, reference to student evaluations and reference management's observations and comments. It should adhere to an honesty principle, in that anything stated in the TPE should be clearly supported by documentation within the portfolio.

7. Final appraisal - discussion meeting and record

This meeting is held between management and the observed teacher and the record is completed during the meeting with both present. The usefulness of this type of meeting is that it not only looks back and reviews the last year but also draws on that review to look forward and set goals for the coming year (see point 1 above), thus creating a truly cyclical process.

Management should strive to **attend** to the details that affect the day-to-day efficacy of the teaching faculty. Managers are there to manage. This means that a manager's role is not only to make and implement effective policy, but also to act as a buffer to filter out the various issues and/or distractions which faculty need not be concerned about, if they are to perform their teaching duties effectively.

Effective managers, (and therefore arguably motivating leaders) **attend** to their faculty's needs by ensuring they create sufficient time in their daily schedules to focus on the day-to-day issues which can make positive or negative differences to faculty's working lives. For managers, this means they must know their teachers well and clearly understand what makes a difference to them in the workplace and their performance. Workshops attendees (Honisz-Greens, 2008-2011) commented that the type of support that is sometimes

needed, and is very much appreciated, can be as simple as management ensuring faculty can find a parking place easily in the morning for their car or bicycle, so they do not have to wrestle with students for parking spaces; or knowing that class cover is available if required for teachers being absent or late; or ensuring that there are suitable lunchtime facilities made available to staff, who may choose not to eat in the general/student canteen area and therefore require simple facilities such as suitable eating space, kettles, microwaves, utensils etc.; or as previously noted, taking faculty's requests and needs for having the same day off, so they are able to keep their part-time positions that may be much needed to supplement their income. Needless to say, deciding on what is a reasonable request is a negotiable area between management and faculty; however, as one workshop attendee commented, "... *just knowing that there is someone there willing to listen to you and be on your side, is so empowering for the teacher that it makes us want to give our best*" (ibid).

For managers to attend to faculty' requests is far easier said than done, because it does require very good time management. Quirke and Allison (2008) promote the use of a calendar system and a weekly (or bi-weekly) checklist, allowing management to monitor that they have spent time with each of those staff members directly under their line management. In larger departments or institutions, where the number of teaching faculty make it impossible for a manager or small group of managers to be able to do this, then the creation of a two-tier management system may work better. In this case instead of having management/tenured faculty and teaching faculty only, the creation of a new second tier of course-coordinators/supervisors would allow more people to address the needs of the overall faculty. Coordinators can communicate with those who teach the courses they manage and they can then report back to senior management. The simple action of being seen to be attending to minor details that matter to faculty can make a significant impact on teachers motivation and create an environment of caring and sharing, that is at the core of DREAM Management and which will also help remove some of the 'them and us' barriers felt by many.

2.5. MOTIVATE and MIMIC

Q20. *What is your key motivator?*

Q21. *Do the current practices of your workplace motivate you as a manager or your faculty?*

Q22. *Should management mimic staff and lead by example?*

Q23. *What would you like to see your boss 'mimic' most?*

Quirke and Allison (2008) state that management can best **motivate** staff by supporting them professionally in every way that they can. They also suggest that management should also **mimic** staff by never asking them to do something they would not do themselves

and that this should be demonstrated continually. For example, at the most basic levels educational managers should teach alongside their faculty; provide cover as they expect their teachers to cover; and be available at the same hours that they expect teachers to be on-site.

The easiest and most obvious way to motivate teachers is to involve them in every aspect of the day-to-day life of a department or institution. This obviously requires listening to them and recognising them as fellow experts. Thus acknowledging them, their skills and experiences as the valuable resources they are. It also requires understanding their departmental and personal needs and the motivational factors that drive them in their work (as discussed in 2.4 **attend**). Reading from the foot of the well-known Maslow (1970) hierarchy of needs the level of needs relate from the most basic humanistic needs moving up to more advanced abstract needs:

1. **Biological and Physiological needs** - air, food, drink, shelter, warmth, sleep, etc.
2. **Safety needs** - protection from elements, security, order, law, limits, stability, etc.
3. **Belongingness and Love needs** - work group, family, affection, relationships, etc.
4. **Esteem needs** - self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, etc.
5. **Self-Actualization needs** - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

If we consider Maslow's (1970) hierarchy of needs in relation to the DREAM Management concept and the important element of **motivation**, we can see that to make faculty truly motivated management need to consider 'all' of the needs of those under their care. The highest level need (5) is the need for **self-actualization** and/or for **self-fulfilment**. This is where there is a sense that one's potential has been fully appreciated and realized. Maslow suggests that this is a stage that a person needs to continuously work on throughout their lifetime. Therefore, educational managers should continually address this need through daily praise and demonstration that the work of all teachers is truly appreciated and encourage them to grow within their roles in the department of institute. As commented by one workshops attendee (Honisz-Greens, 2008-2011), "*... the most **demotivating** thing to hear from any manger is that they didn't have the time to include you or ask your opinion, so just made their own decision for you and the team*".

The fourth level in the hierarchy addresses the need to develop **self-esteem** (4) through personal achievement, as well as social esteem through the recognition and respect we get from others. Therefore, management should strive to support teachers in the setting of attainable professional development goals and publicly recognise their attainment of these goals. Also, by allowing and encouraging action research groups between teachers, faculty

are also allowed and encouraged to professionally develop and gain esteem in the eye of their peers. Faculty gain **esteem** by being utilised and treated as professionals, meaning that the DREAM manager asks their faculty for their opinion and input on all matters that relate to them and their work.

The third need is to develop the sense of **belonging** (3). In a professional context this refers to an individual's need for recognition, respect and interaction with other people, although this is by no means a simple area to address. If management can focus on developing an institutional ethos of 'enjoyment in the workplace' then they can ensure that teachers have a strong sense of belonging. This means creating equality for all in regards to remuneration, job-benefits, with opportunities for professional development and serious attempts to ensure the types of tasks required of, or assigned to faculty are balanced with their abilities and professional interests. A true sense of **belonging** also requires the abolishment of any barriers that create 'them and us' cultures.

The lower two elements of Maslow's (1970) hierarchy of needs focus on **safety** (2) and **physiological elements** (1) and for the DREAM manager involve the need for creating a secure and stable work environment, which allows with basic biological needs such as food, clean air and water and adequate shelter to be met. In Japan, these needs should be satisfied by the terms of the contract. However, even here there are issues that require consideration.

In workshops, it was in the two areas of **safety** and **biological/physiological** needs that respondents were most unhappy about (Honisz-Greens, 2008–2011). Many raised concerns at what they felt was a backwards and ill-conceived trajectory within the EAP teaching profession in Japan. The vast majority commented that they did not feel secure in their profession due to the nature of the short employment contracts given to standard teaching faculty. As one respondent commented "*...how can we lay roots or feel secure when all we are given is a quick few years work, and then are forced to move on?*" Others commented that management seem not to recognise that the current remuneration and conditions were not enough to be able to continually support a family and this was compounded by poor time-management requests in their schedule by either not allowing faculty the same day off and thereby allow them to keep any part-time positions needed to enhance financial security. Other also commented also about the antiquated employment practices that required teaching faculty to be on campus 4 or 5 days a weeks even when all they had to teach was a small number of classes. Many commented that it seemed like "*...a selfish out dated control mechanism used in a way that did not really understand untenured faculty's financial woes or professional security issues*".

The DREAM manager must always demonstrate that they are concerned for the basic welfare of their faculty and be responsive and proactive to any concerns that are voiced, if they are to create a truly happy and motivated team. A successful DREAM manager considers what **safety** and **biological/physiological** issues matter most to faculty, because

if these needs are not met then the other higher level needs will be equally unattainable. If current contracts cannot be renewed past limited terms, then the creation of a second-tier of senior-teachers/coordinators/course-managers would help alleviate some stress allowing successful teaching faculty to move into senior level coordinating roles. Technically these would be new roles and titles, so therefore not the same contract, so cancel out current labour law regulations that are being used as barriers for offering better security to faculty. Furthermore, upon successful completion of these higher-level roles, in which time faculty could also be asked to meet a list of specific *reasonable* requirements, institutions may then consider offering tenure track to the staff member with whom by that time, much will have been invested.

Another method of addressing faculty's two basic needs could be the condensing of teachers' classes. For example, this would allow eight classes to be taught in three days instead of the common four or five days (or 10 classes in four days) thus allow more time for extra work, research, professional development or networking.

The promotion of teacher leadership can also be encouraging by introducing motivational faculty initiatives. Examples include the development of a spouse's social club, a college family/partner day, staff gym hours, institutional support for conference presentations abroad, internal (and external) teacher activity exchanges over institutionally funded lunches, creating special funds for teachers to pursue higher level qualifications or licenses, setting up of a sabbatical system with sister-link schools so that non-tenured faculty can also develop and network, and rewards for long serving faculty (Quirke and Allison, 2008). These are simple ideas but investigation by any department or institution would likely come up with more ideas that are just as **motivating** and innovative as these.

The motto of the **mimic** principle is for: "management to never ask any staff member to do something they would not do themselves." A simple example of this principle in action could be: if some teachers are required to be in class until eight o'clock at night, then there should also be a management presence there, if not all the time, at least a couple of times a month as teachers leave their rooms. This means not only to be there and just be seen, but more so that management are supposed to be there to deal with any unusual issues that arise that may happen during a late class or a teacher wishes to discuss urgently after class.

Quirke and Allison (2008) are also ardent believers that educational managers (and leaders) should be seen to also teach the same types of classes and hours that the faculty does. They posit that this ensures management have first hand experience of the students and classrooms and can react knowledgably to the any pedagogical issues a teacher might raise. They also rightly point out that since teaching faculty have all of the responsibility but none of the power to enact policy change, that a minimal management presence should always be present and easily contactable so as to take charge in the event of any serious problems, such as fire, earthquake, student injury etc.

3. CONCLUSION

The DREAM Management concept encourages managers to employ the best of the ELT management and leadership practices to enhance their faculty and institution's performance. It is this author's belief that these principles can be used for the EAP teaching community in Japan, but for it to be truly successful, it will require significant changes in attitude from institutions of how faculty are viewed and valued as both professionals and human beings. By allowing meaningful input from faculty and focusing on the feedback received, it can become evidently clear what the needs and lacks of faculty are and what matters most to them. Most likely, many of these will be the same regardless of the institute. It then comes down to the DREAM manager to fight for the rights of their faculty, as if doing the same for a family member, and to implement practices that help bring true enjoyment, fairness and high standards back to the teaching profession. However, DREAM Management is an iterative process due to the changing nature of the education and education in Japan, so all potential changes should be considered carefully, as not all changes are for the betterment of the profession or for those who work in it. For the DREAM manager willing to go that extra mile for their staff, after the initial set-up phase, they will find that they have helped create a system that has:

- More time for quality leadership development and skill development
- Increased innovation through increased faculty involvement
- Relevant professional development that feeds back positively into departments/institutes
- Affective appraisal systems that respect and motivate faculty to develop
- Committed and empowered teachers who feel valued and safe in their workplace
- Less reaction and more pro-action
- Effective management systems that show investment and care

*Oh look! We have a **MIRACLE** ☺*

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