The left side of the slide features a decorative design consisting of several vertical stripes of varying widths and shades of light red, and a cluster of five solid red circles of different sizes arranged in a roughly vertical line.

ENGAGEMENT

BC TEACHING ENGLISH

Andy Hockley

AGENDA

- What is engagement?
- What does engagement really look like?
- How can we provide the conditions for our teachers and others to be more engaged?
- Some suggestions
- Wrap up and Q&A



WHAT DOES ENGAGEMENT MEAN?

- “combination of commitment to the organisation and its values plus a willingness to help out colleagues (organisational citizenship). It goes beyond job satisfaction and is not simply motivation. Engagement is something the employee has to offer: it cannot be ‘required’ as part of the employment contract”.

CIPD

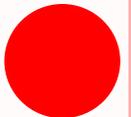
- People want to come to work, understand their jobs, and know how their work contributes to the success of the organization.

(Baltoni 2013)



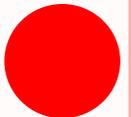
WHAT ARE THE BENEFITS OF ENGAGEMENT?

1. Increased safety
2. Better employee health
3. Happier employees
4. Greater employee satisfaction
5. Better home life
6. Lower absenteeism
7. Higher retention
8. Greater loyalty
9. Better customer service
10. Better quality
11. Greater productivity
12. Higher profits



WHAT DOES ENGAGEMENT LOOK LIKE?

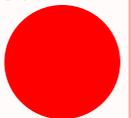
- Vigour, dedication, enjoyment (Schaufeli and Bakker)
- People employ and express themselves physically, cognitively, or emotionally (Kahn)
- Know how their job contributes to the mission/goals, have enough variety to challenge and engage, able to use their talents effectively (Holbeche)
- Flow (Csikszentmihaly)



WHAT ABOUT IN LANGUAGE TEACHING ORGANISATIONS?

- Enthusiastic teachers (and others)
- Sense of camaraderie in the staffroom
- Support for each other
- Willingness to ask for help
- Involvement in other projects (eg curriculum development, materials, assessment, external projects)
- Enthusiasm for PD
- Readiness to question/make suggestions

Think about your own school. Is there a sense of engagement?

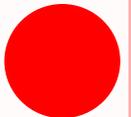


WHAT ARE THE BARRIERS TO ENGAGEMENT?

- The “psychological contract” has been torn up

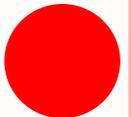
The *psychological contract* is the unwritten expectations of employee and employer

- But now we have uncertain job security, increased casualisation, technological changes, expectations of flexible working, precarity, downsizing, and of course the effects of the pandemic.
- In this climate can we really expect people to be engaged?



WHAT DO EMPLOYEES WANT?

- Trust in management
- Satisfaction with work/job
- Involvement in decision making
- Positive climate of relationships between management and employees
- Satisfaction with pay
- Job challenge
- Sense of achievement from work



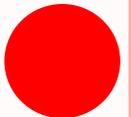
MOTIVATORS (SATISFIERS)

- Work itself
- Responsibility
- Achievement
- Recognition
- Advancement
- Growth



MAINTENANCE FACTORS (DISSATISFIERS)

- Organisation policy and administration
- Supervision
- Working conditions
- Interpersonal relations (with superiors, subordinates, and peers)
- Salary
- Status
- Job security
- Personal life



MOTIVATORS

Herzberg

- Work itself
- Responsibility
- Achievement
- Recognition
- Advancement
- Growth

Pink

- Autonomy
- Mastery
- Purpose



HOLBECHE

- Connection
- Voice
- Support
- Scope

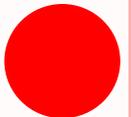
What do you imagine those headings represent?

How can you increase them in your organisation?



CONNECTION

- Sense of purpose, agreement with values
- Feeling part of something, a sense of belonging
- Affiliation, strong workplace relationships



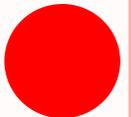
SUPPORT

- Support from management
- Cooperation from others
- Opportunities for development
- Salary and/or other forms of recognition and reward



VOICE

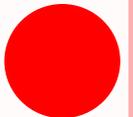
- Participation in decision making and things that effect their working life
- Feel like their input matters and their voice is heard
- Embrace teamwork and diversity



SCOPE

- Interesting, challenging, meaningful work
- Involves stretch
- Autonomy, control
- Chance to develop skills and grow

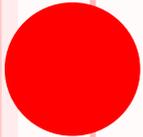
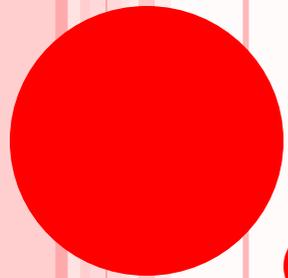
- Research is clear that higher levels of satisfaction in teachers who seek diversity in roles and challenges



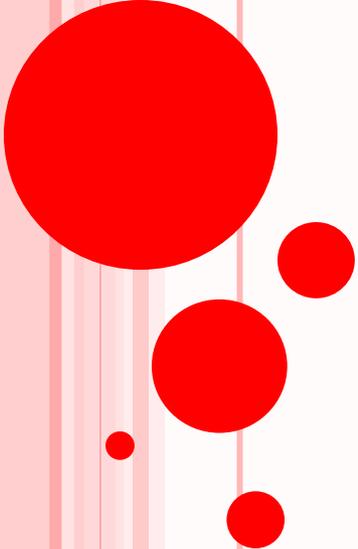
1. People are encouraged to give honest feedback in my organisation (and feel willing to give it). ____
2. Teachers and others are encouraged to develop and grow personally and professionally. ____
3. Staff see management as supportive and encouraging, and willing to listen to new ideas. ____
4. We have regular meetings and discussions to look at what we do, to see if we can improve on the courses or services that we offer. Strategic planning is something that happens with the involvement of all staff. ____
5. We have a clear, worthwhile and agreed upon vision (which we all share and understand) for our LTO that we use to guide our actions. ____
6. The managers of this LTO reward, recognize, and encourage learning (for individuals and teams). ____
7. We regularly look outside our own LTO to see if there are new ways, procedures or approaches we can use to improve the way we do things. ____
8. When problems occur, teams are formed (or already exist), who then look into solving or dealing with that problem. ____
9. Much of the work we do (e.g. curriculum development, assessment, new courses) is done in teams. ____
10. People are encouraged to question and challenge assumptions and mindsets, and to come up with innovative new ways of doing things. ____

Total score: _____





SOME IDEAS

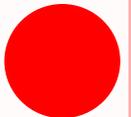


TEACHER-LED PROFESSIONAL DEVELOPMENT

SELF DIRECTED PD

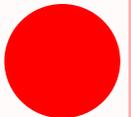
- What do you wish you could do better?
- What do you wish you could learn about?
- What interests you?
- What do you want to achieve?

(comes back to purpose, and autonomy, and mastery)



SELF DIRECTED PD – SOME IDEAS

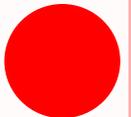
- Form small interest groups
- Communities of practice
- Reading groups
- Supported reflective practice or action research



SELF DIRECTED PD – SOME IDEAS

Platforms

- Not all PD has to take place in a training room
- Experiment with other formats
 - Discussion groups in the coffee shop
 - Online platforms
 - Use a classroom when it's empty



SELF DIRECTED PD – SOME IDEAS

- Follow your interests, be open to things that happen in your classroom
- Don't feel restricted by the structure of your organisation
 - Testing / curriculum / teacher training



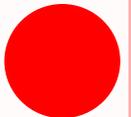
LEARNING

- Learning is a highly social process
- Collegiality is key



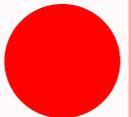
SELF DIRECTED PD – SOME IDEAS

- Give yourself a performance review (set goals – learning and performance and once a month/semester/track review them)



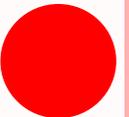
SELF DIRECTED PD – HOW MANAGERS CAN HELP

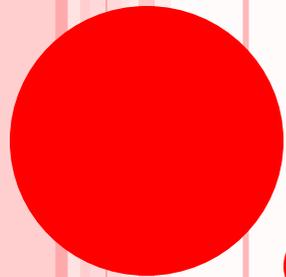
- Provide the framework – how can you open up the space for self directed teacher PD?
- Trust!!!



SUMMARY

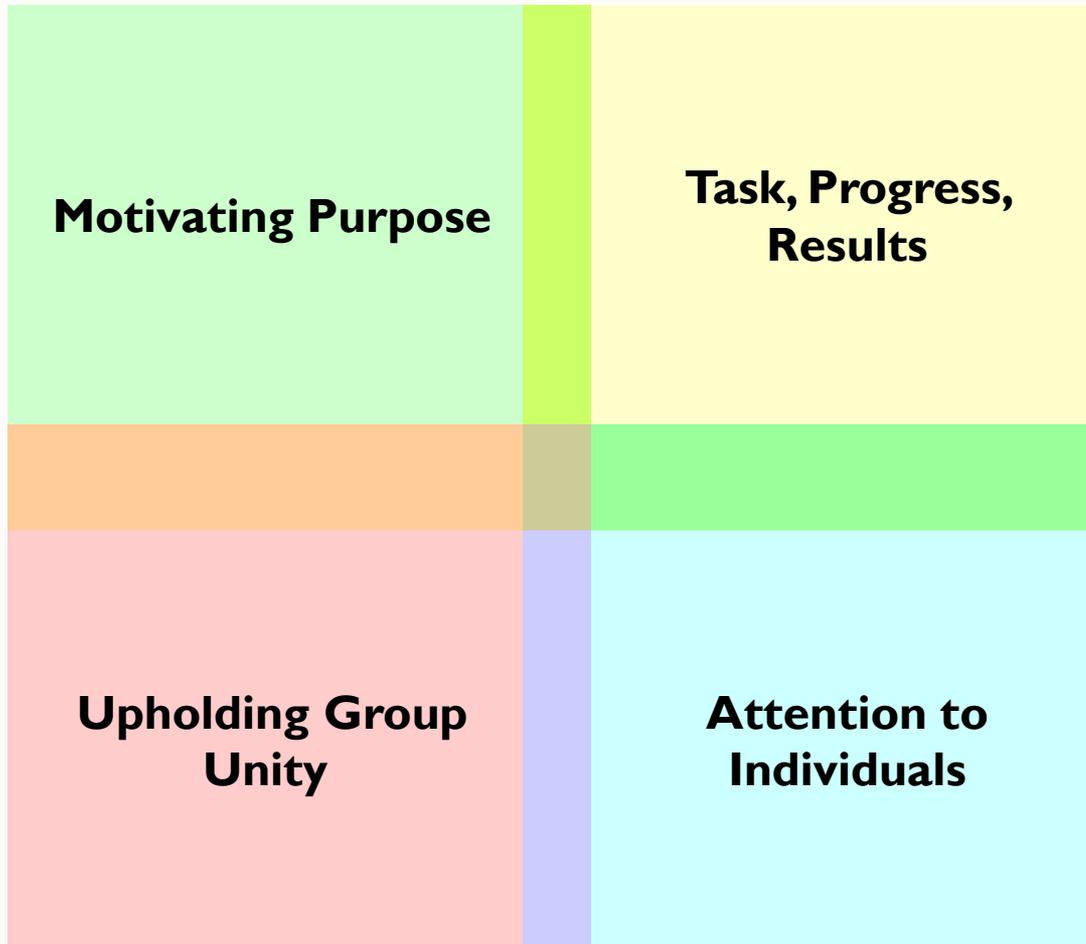
- Motivation
 - Autonomy, Mastery, Purpose
 - Connection, Voice, Support, Scope
- Self- Directed PD
 - Teachers – find your passion
 - Managers – create the space
- But remember – people have different levels of motivation at the moment – meet them where they are





LEADERSHIP AND WRAP-UP

4 DIMENSIONS OF LEADERSHIP



"Leadership is a **process** that involves:

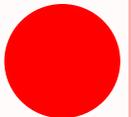
- setting a purpose and direction which inspires people to combine and work towards willingly;
- paying attention to the means, pace and quality of progress towards the aim
- upholding group unity
- attending to individual effectiveness throughout."

-Scouller, 2011



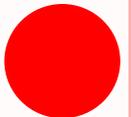
PRACTICAL IDEAS FOR LEADERS AND MANAGERS

- Build a shared vision – and then turn it into actions
- Transparency and trust
- Build teams and support teamwork
- Monthly performance discussions
- Be open to new ideas (organisational growth mindset)
- Delegate responsibility (to individuals and teams)
- Meaningful professional development – communities of practice, bottom up PD
- Servant leadership



KNOW THE TEACHERS

- What do the individuals in your team need?
- What do they want?
- Why do they teach?
- Why do they teach at your school?
- What are their plans?
- What are their strengths?
- What are they worried about?



CHECK IN REGULARLY

Rather than annual performance review meetings, consider monthly performance discussions.

How are things going?

What are you working on?

What do you need?

How can I help?

What do you wish you could do?

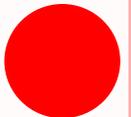
What have you discovered that you can do?



TEAMS AND TEAMWORK

- Create teams
- Support them to do their work

- Multiple benefits
 - Delegating tasks
 - Creating community
 - Building links across the school
 - Professional growth
 - ...and many more



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