

# Leadership in ELT from Australia to ASEAN

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**alec** Australian International  
Education Conference  
2019 **Perth** 15–18 October 2019  
Leading the way Perth Convention and  
Exhibition Centre



**NEAS is the Global Leader  
in Quality Assurance for  
the English Language  
Teaching Community.**

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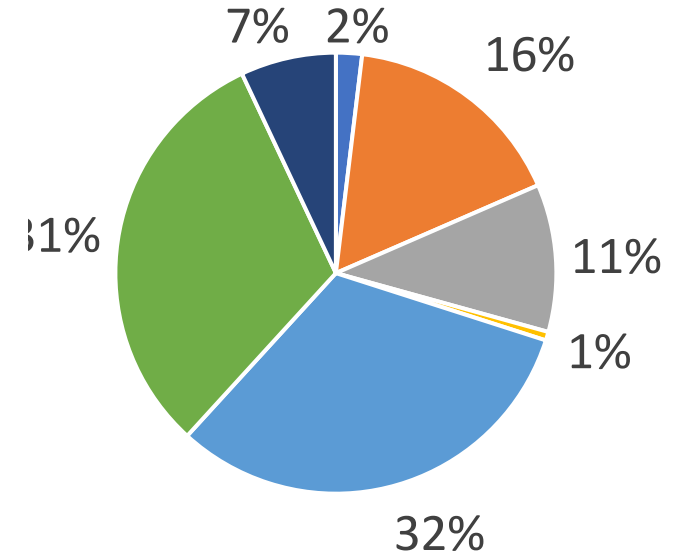
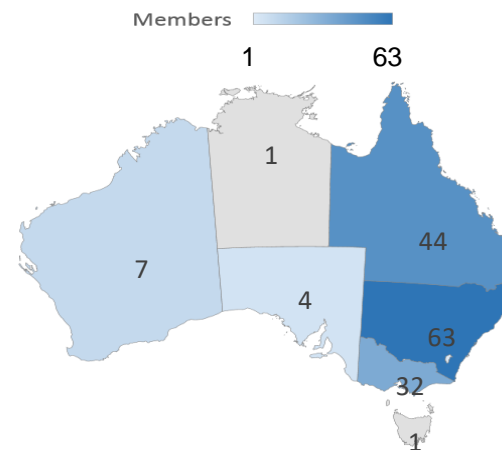
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## NEAS QUALITY ASSURANCE FRAMEWORK

- A. TEACHING, LEARNING AND ASSESSMENT
- B. THE STUDENT EXPERIENCE
- C. RESOURCES AND FACILITIES
- D. ADMINISTRATION, MANAGEMENT AND STAFFING
- E. PROMOTION AND STUDENT RECRUITMENT
- F. WELFARE OF STUDENTS UNDER 18 YEARS
- G. STRATEGY, RISK AND GOVERNANCE
- H. ONLINE DELIVERY
- I. ELT QUALIFICATIONS



- Higher Education Private
- Higher Education University
- High Schools
- Online ELT Providers
- Independent ELT Providers
- Vocational Education - Private
- Vocational Education - Public

qalen is a global network in  
quality assurance for the English  
language teaching (ELT) sector

[find out more](#)

## BENCHMARKING IN ASEAN AND AUSTRALIA

TEACHER  
QUALIFICATIONS

QA  
FRAMEWORKS

DIRECT ENTRY  
PROGRAMS

DESIGNED AND  
DELIVERED FOR  
AND BY THE  
COMMUNITY

TEACHER  
MOBILITY AND  
TRAINING

# INTERNATIONAL CONTEXT

	ELT						Non-ELT
	HE – Uni	HE - Other	VET	Private	Schools	Govt	
ACCET	✓	✓	✓	✓		✓	✓
EDUSA	✓			✓			
ABLS				✓	✓		
Accreditation UK	✓	✓	✓	✓	✓	✓	
English NZ	✓	✓	✓	✓			
FELTOM				✓			
Languages Canada	✓	✓	✓	✓	✓	✓	
Orion	✓	✓	✓	✓	✓	✓	✓
NEAS	✓	✓	✓	✓	✓	✓	✓

# GLOBAL BEST PRACTICE IN QUALITY ASSURANCE

- Short cycles for quality assurance
- High level and focused qualifications
- Welfare and well-being for Under 18's
- Dealing with non-compliances
- Self-assessment
- Stakeholder driven feedback
- Quality assurance for online courses in English Language Teaching

# NEAS ELT LEADERS PROGRAM 2018 - 2019

## \$5,000 Seed Funding for Peer Project



A well-known not for profit charity has given \$5,000 in seed funding to a group of four experts in English Language Teaching (ELT). The charity would like to enhance leadership by making human connections between influencers in English language teaching in Australia and Singapore, Cambodia, Indonesia, Vietnam and Malaysia. The seed funding must be spent before May 2019 and must result in a demonstrated positive outcome.

Thank you to Leanne Howarth (Curtin English), Nikki Cole (University of Wollongong College), Michael Richards (ILSC) for the ideas and input in this project.

Thank you to Rufus James and Darren Brookes (NEAS) for the first reiteration. Thanks to Visal Sou from ACE Cambodia for his contribution.

## SETTING THE SCENE

- What does leadership mean to you?
- Who are the influencers in ELT in ASEAN and Australia?
- What do they have to say?
- How can we connect across the region?



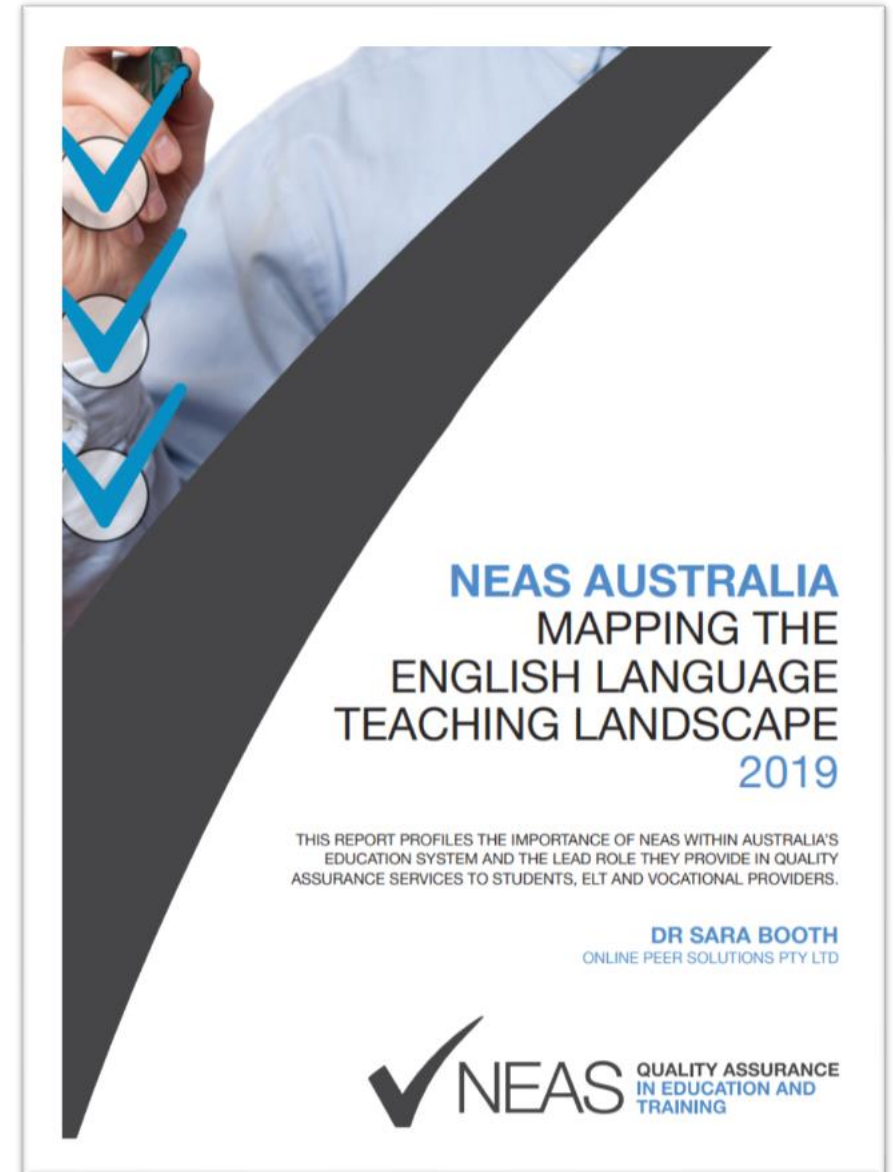
**Supporting the achievement  
of quality outcomes for  
Education & Training globally.**

We advance education by providing quality assurance services for everyone in the English Language Teaching community.

# MAPPING THE ELT LANDSCAPE 2019

Purpose of the Research

- Reviewed at the national level  
Teaching, Assessment and Learning  
and The Student Experience
- Position NEAS as the global leader in  
independent ELT quality



# NEAS QUALITY REVIEW CYCLES

## Methodology

### Cycle 1: 2014 - 2015

Streamlining and Aligning Quality Across Sectors

### Cycle 2: 2016 - 2017

Revision and Mapping of Legislative and Regulatory Architecture

### Cycle 3: 2018 - 2019

Evidence-based Approach to Quality and Information Systems Support

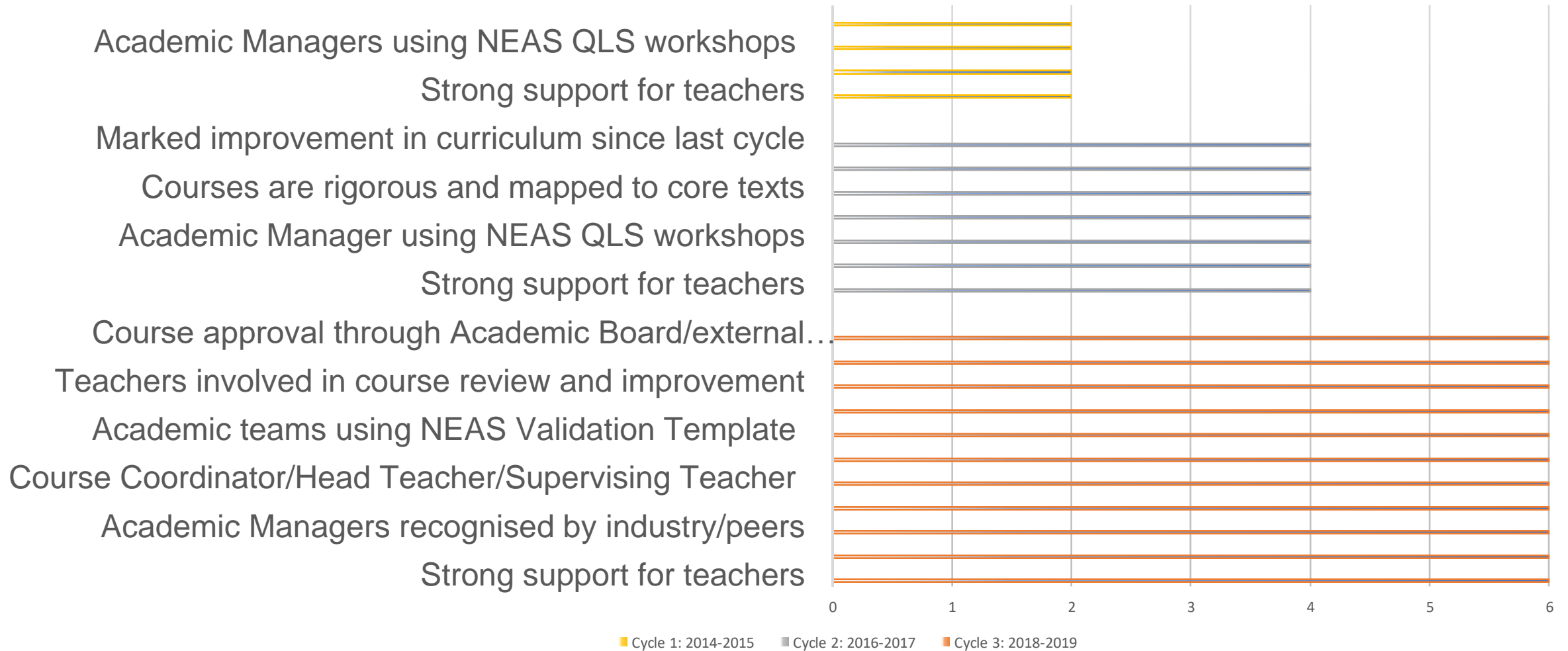
Cycle	Cycle 1 (2014-2015)	Cycle 2 (2016-2017)	Cycle 3 (2018-2019)
<b>NEAS QA Framework and Quality Review Visits (QRV)</b>	<ul style="list-style-type: none"> <li>NEAS Quality Assurance Framework</li> </ul>	<ul style="list-style-type: none"> <li>QA. F Welfare of students under 18 years released, rolled out to schools; QA. G Strategy, Risk and Governance piloted in 2017</li> </ul>	<ul style="list-style-type: none"> <li>QA. H Online Delivery</li> <li>QA. I ELT Training</li> <li>NEAS Mapping Document (Appendix D: Table 4)</li> </ul>
<b>Major Policy Changes and Reviews</b>	<ul style="list-style-type: none"> <li>Part C and D of the National Code under the ESOS Act (2000) revised Dec 2015 to align and map to TEQSA and ASQA Frameworks</li> <li>VET Fee Help (2014-2015)</li> <li>UECA Benchmarking (2014-2015)</li> </ul>	<ul style="list-style-type: none"> <li>Revision of the ELICOS Standards (2017)</li> <li>Revision of Higher Education Standards Framework (2015)</li> <li>ASQA strategic review (2016) concerns on poor assessment practices and inadequate trainer and assessor skills</li> <li>TEQSA (2017-2018) A review of the Register of Experts and its approach to engagement with TEQSA experts</li> <li>Review of the National Vocational Education and Training Regulator Act 2011 Report (2018)</li> </ul>	<ul style="list-style-type: none"> <li>ELICOS Standards (2018) From 2018 meet minimum requirements to course contact hours, teacher qualification and student-staff ratios.</li> <li>TEQSA Guidance Note: Scholarship (2018)</li> <li>TEQSA Guidance Note Direct Entry Standards (2019)</li> <li>TEQSA Guidance Note on External Referencing (2019)</li> <li>Braithwaite Review (2018) annual review of teaching performance, including teacher quality improvement actions; career path for teaching excellence; and Master Assessors</li> <li>AQF Review (2018-2019)</li> <li>Australian Government Response (2018) to the Review of the National Vocational Education and Training Regulator Act 2011</li> <li>UECA Assessment External Referencing Project (2019)</li> </ul>

# DATA COLLECTION

## NEAS Overall Sector Results (2014-2019)

- ✓ Robust, road-tested and responsive Quality Assurance Framework
- ✓ 154 endorsed providers (127 reviewed)
- ✓ 6000 participants in the NEAS Quality Learning Series in Australia over 3 cycles
- ✓ 18 schools, 52 VET providers, 35 Independent providers and 22 universities have been nationally endorsed over 3 cycles [n=127]
- ✓ 25,836 survey participants over 3 cycles [n= Cycle 1: 8469; Cycle 2: 9428; Cycle 3=7939]
- ✓ 1920 conference participants over 3 cycles
- ✓ 17 NEAS assessors over 3 cycles
- ✓ NEAS formally collaborates with ASQA, TEQSA, English Australia, UECA, Ministry of Education, Vietnam, OET, Cambridge English Assessments, QALEN ITECA
- ✓ Services, include: NEAS Assist, NEAS Benchmarking, NEAS Premium Product Endorsement, NEAS Quality Learning Series, NEAS Online LMS with courses, NEAS news and website

# KEY GOOD PRACTICE THEMES IN TEACHING, LEARNING AND ASSESSMENT



# RESULTS AND FINDINGS 1

Key Points

## Assessment Validation and Moderation

- *a teacher-centred approach focused on teaching the syllabus and textbooks to a more student-centred approach with explicit learning outcomes which are mapped to assessment*
- *implementation of assessment moderation and validation processes*

# RESULTS AND FINDINGS 2

Key Points

## Teacher Verification and Qualifications

- *evidence of teaching qualifications is kept centrally*
- *still in place a 'minimum standards approach to teaching qualifications' rather than the strengthening and professionalising of teaching practice.*

# RESULTS AND FINDINGS 3

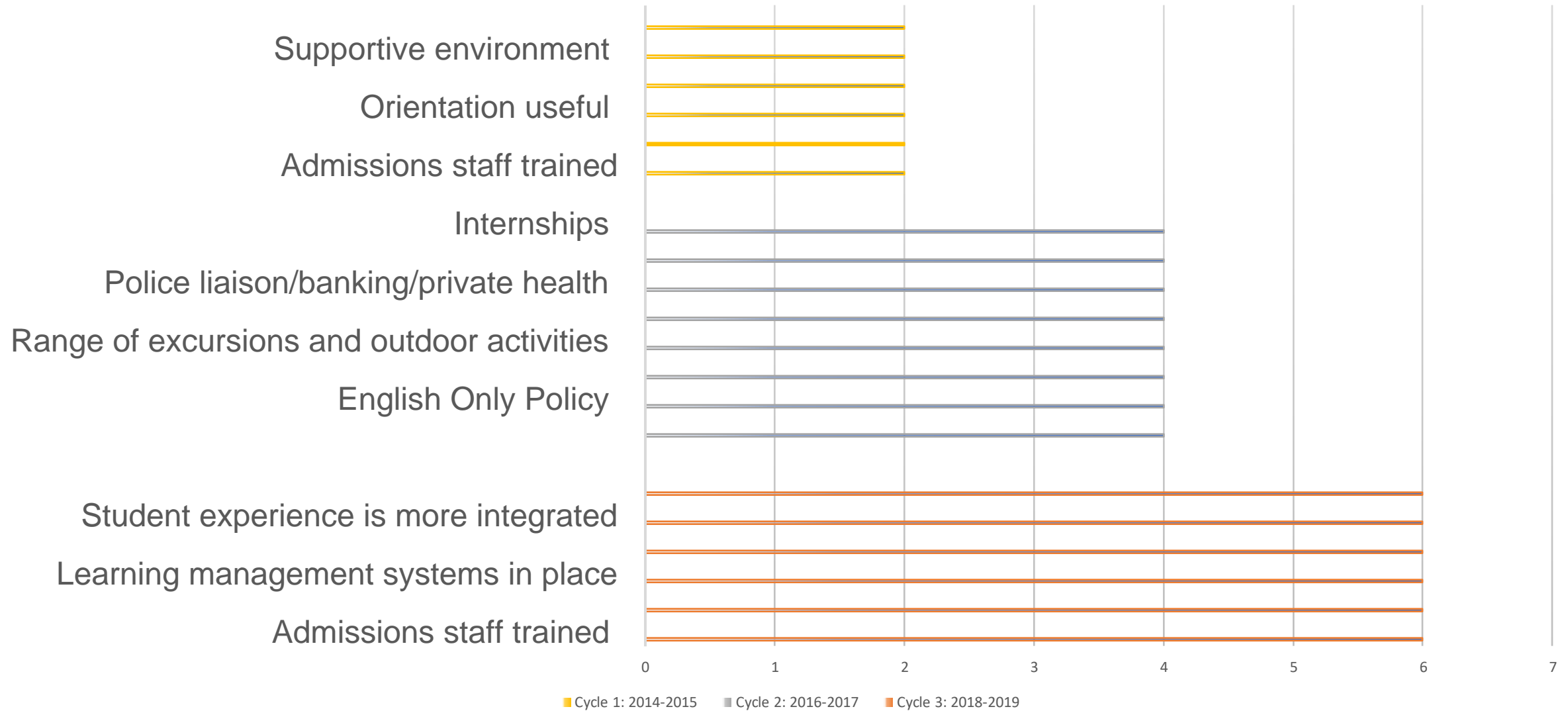
Key Points

## Course Evaluation and Review

- *progression from informal approaches to more structured approaches in curriculum review*
- *teaching and student evaluation*



# KEY GOOD PRACTICE THEMES IN STUDENT EXPERIENCE



# RESULTS AND FINDINGS 4

Key Points

## Welfare and Support of Students Under 18

- *significant changes and strengthening multi-sector practice in relation to the support and care for students under 18.*

# RESULTS AND FINDINGS 5

## Key Points

### Professionalisation of English Language Teaching and Academic Managers

- *significant impact of NEAS QLS workshops, conferences and quality review activity, which has supported the professionalisation of English Language teaching in Australia*
- *professionalisation of the Academic Manager role*
- *evidence-based approach to quality*

# RESULTS AND FINDINGS 6

## Key Points

### Training of Admissions and Support Staff

- *training of admissions and support staff in regulatory requirements and support for international students' needs*
- *the significant impact NEAS has made on monitoring the English Only Policy and support for under 18s*
- *NEAS' role in providing professional development on enhancing the student experience.*



- STUDENT
- TEACHER
- MANAGER
- OWNER
- INDUSTRY



# Transformative Journeys in Education

NEAS MANAGEMENT CONFERENCE 6-8 MAY 2020  
DOLTONE HOUSE SYDNEY AUSTRALIA

SAVE  
DATE  
6-8 MAY  
2020

AS A LEADER, TEACHER, PRACTITIONER, PROFESSIONAL OR STUDENT IN EDUCATION,  
WHAT TRANSFORMATIVE JOURNEYS HAVE YOU SEEN OR EXPERIENCED?  
HOW CAN WE HARNESS THE POWER OF JOURNEYS IN CREATING AND MAINTAINING  
A SUSTAINABLE FUTURE IN EDUCATION?