

Inspiring leaders to
improve children's lives



National College
for School Leadership

Working internationally

This document has been archived

International Strategic Leadership of ICT (I-SLICT) programme

www.education.gov.uk/nationalcollege/international

Prospectus

Next generation learning at the National College
in England for school leaders and policy-makers
worldwide

Prospectus

The International Strategic Leadership of ICT (I-SLICT) programme is world-class in the strategic leadership of new technologies in education. It is aimed at school leaders and educational policy-makers provided by the National College in England.

The National College works with ministries of education around the world who are seeking sustainable approaches to school leadership development. It offers those in leadership roles in schools and ministries internationally the opportunity for world-class training, networking and accreditation.

The programme aims to extend participants' personal and professional skills by exploring how the innovative use and application of ICT can transform the curriculum, teaching, school management and most importantly - the experience of learners. Underpinned by international school leadership standards, I-SLICT has been designed for ambitious and innovative leaders who wish to develop next generation learning in 21st century schools. It offers blended learning, visits to outstanding schools and academies, exemplifying the effective use of ICT, tutor-led strategic workshops, opportunities to work with leading technology providers and the intensive use of online resources and e-networking.

Participants would also benefit from membership of the National College with access to the world-class tools and resources including Good Practice for Leaders and an extensive research base. Members can join a vibrant, international community of school leaders from 80 countries through the College's online networks and communities.

The I-SLICT learning experience is the world benchmark strategic programme for 21st century educational leaders as they lead their schools and transform education by harnessing technology.

Contents

Candidate application and selection	4
I-SLICCT modules	5
I-SLICCT components	8
Benefits	10
Timeline	11
Tuition fees	12
National College background	13

Candidate application and selection

The College's purpose-built Learning and Conference Centre in Nottingham, England, offers conference and meeting facilities for up to 250 delegates, including 90 comfortable and modern bedrooms. With its lakeside setting and landscaped surroundings, it provides an inspirational environment, enabling school leaders to learn from international best research, meet and network with English school leaders, visit schools and share best practice.

Based at the Learning and Conference Centre, participants will undertake a week-long, intensive and exciting programme. This will include school and academy visits, a number of seminars and workshops, meetings with outstanding UK school leaders, visits to a world class education technology supplier and discussions with national policy makers, ministry officials and international renowned experts in educational technology.

Before attending the residential conference, participants complete a one-month online entry and distance learning induction with online support. Participants are provided with a stimulus think-piece paper and access to research on ICT in education. There is an hour-long online induction seminar to familiarise participants with the programme content and expectations. This also provides an opportunity for participants to meet and work with each other online before the residential programme in England.

Participants also complete a self-evaluation audit of the use of ICT within their own institution or organisation. Presentation of their audit results provide one of the initial activities at the residential conference.

Candidates complete an online registration and application form, verified by their line manager. There is the opportunity to set out the leadership challenges faced and the issues they wish to cover. Tutors use the information provided to contextualise and plan a personalised programme. Candidates should be:

- an existing school principal or ministry official seeking to develop their professional skills and understanding of the potential of new technology and ICT within education
- experienced in the educational use of ICT (as a tool in teaching and learning; the teaching of computer science and/or the use of ICT in education and school management)
- supported by their organisation
- familiar with internet use and online working
- interested in leadership study and the potential of new technology for transforming education at school and education system levels
- keen to learn from and network with similar post-holders from schools and governments around the world
- willing to commit to an intensive online learning programme requiring reading and practical school-based, self-evaluation tasks
- able to participate in tutor-led workshops during the one week residential
- willing to share their learning with colleagues in their school
- prepared to apply their learning to their leadership role, ensuring maximum impact on their own organisation
- able to communicate effectively in English.

Application information can be accessed at: www.education.gov.uk/nationalcollege/international, technical support is available by emailing: college.enquiries@nationalcollege.gsi.gov.uk.

I-SLICT modules

A standards framework, based on international research evidence, underpins the programme. The standards define the knowledge and professional qualities that school principals across the world require. The I-SLICT programme content, designed around four modules, is consistent with these professional standards.

Information about the professional standards can be found on the Department for Education website www.education.gov.uk/publications/standard/publicationdetail/page1/DFES-0083-2004.

Module 1 - Developing the vision for next generation learning

This introductory module commences, prior to arrival in the UK, by participants undertaking a systematic and structured self-evaluation activity in their own school or organisation in order to assess the current level of institutional e-maturity. This covers all the key elements common in effective provision so that participants can benchmark and analyse the performance of their organisation and share and discuss their initial findings online. This material is explored in greater detail during the residential components. The module also provides briefings on the UK education system, the development of ICT in education and explores the international research evidence relating to higher order learning with ICT and overall impact. From this delegates work collaboratively to agree an initial vision for their school or organisation - their vision for next generation learning and the indicators they would use to measure impact.

Module 2 - The e-confident school

This module prepares delegates for field visits to outstanding schools and academies. Drawing from a pre-programme think-piece and online dialogue, participants explore the concepts and characteristics of the e-confident school, the e-confident learner, teacher and leader. The module also introduces delegates to the I-SLICT learning and curriculum models. In exploring these models and the characteristics of e-confidence, delegates then work together to relate this to their vision for their e-confident school/e-confident education system and agree the areas of focus and evidence gathering from the field visits. Three visits are undertaken which are subsequently used as the basis for an extended workshop session in which delegates refine their vision and begin to set priorities for their organisation or institution.

Module 3 - Leading change and planning for impact

This covers the composition and creation of a high-performing team that will develop and lead the e-strategy within their institution or organisation. It shows how successful leaders have harnessed technology to enable effective learning, within and beyond the conventional school curriculum for all by focussing on building professional skills, knowledge and understanding of their staff, building confidence between learners and teachers and drawing on the knowledge and interest of technology that many pupils and young people bring with them. This module also focuses on the role of school principals in leading the development of information and communication technology as a school management tool. Evidence links the use of this technology to improvements in learning and outcomes for pupils. The module examines recent developments such as data analysis tools that offer information for school leaders; lesson videos and clips online which enable teachers to learn more about the successful techniques and approaches of others; and interactive software which help pupils acquire skills and knowledge. Participants focus on how the use of technology as a tool for driving effectiveness, efficiency and transforming business administration is practically integrated into their outline strategic and project plans for implementation, staff development, business transformation, governance and monitoring and evaluation of impact.

Module 4 - Next generation technologies for next generation learning

Working closely with a leading world technology provider, this module provides an opportunity for delegates to explore and experience first-hand current leading edge and potential future technologies and consider their application within education. Delegates are challenged to think beyond the present and modify their vision and plans to take account of likely technology changes that will have significant impact on teaching and learning and the wider development of their education system during the next 20 years. Participants work in small groups to draw together their learning and then prepare and present to the whole group their blueprints for the future and subject these to challenge and critique. Delegates are given time to apply these experiences and their learning to their plans for the future – setting short, medium and long term goals and actions.

Participants will leave the programme with their own robust strategic vision and practical plan for harnessing technology in the 21st century school for now and the future.

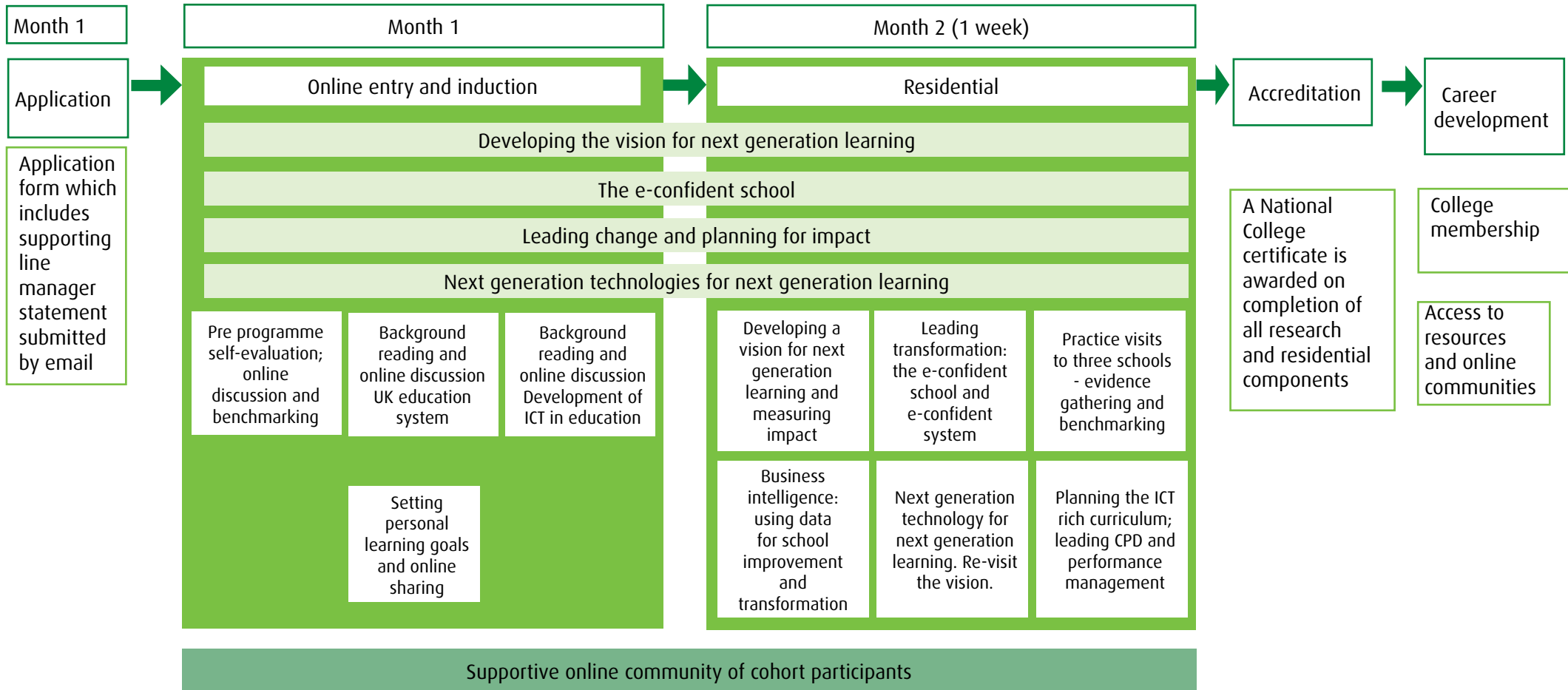
All the modules are taught using interactive approaches with opportunities to apply learning to personal school contexts. The latest international research evidence is provided in reading materials, think-pieces and video. School enquiry visits provide opportunities to pose questions and observe practical examples of what has been learned.

The I-SLICT learning and curriculum models

Underpinning the I-SLICT programme is the I-SLICT learning model. The model illustrates how the application of technology can transform learning, teaching and learning outcomes – and to put in place higher order learning. The model provides a framework to examine how technology can promote deep and active learning to enrich, extend the curriculum and empower the learner.

The I-SLICT curriculum model provides an organisational construct for the 21st century, ICT transformed curriculum. Delegates will have the opportunity to explore the model in depth during the programme and consider the implications for their home country curriculum arrangements and teaching programmes.

I-SLICT model



I-SLICT components

Component one - online entry and distance learning

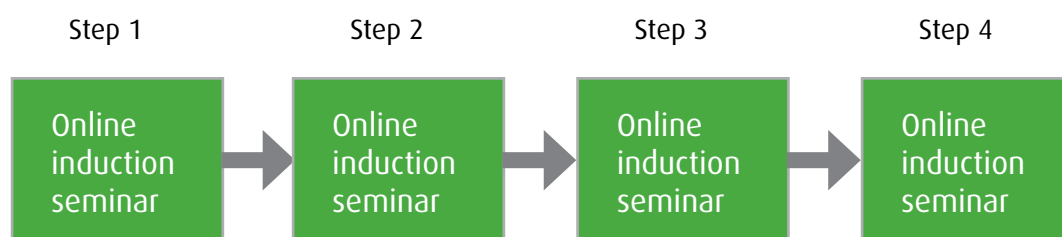
The programme introduction and initial study take place in the participants' home country, using our extensive online facilities. Introduction and engagement seminars outline the course content, expectations and online methods of working.

The online entry and distance learning component offers a major self-evaluation exercise with access to online community dialogue and support, guided research tasks in school, participation in online networking with other participants, and personal online blogs. These activities provide opportunities for participants to gauge the current position in the application of technology to teaching, learning and management within their school or organisation.

During this component participants will be given:

- online support and facilitation
- one programme induction seminar to outline course content, expectations and online facilities, including the rich data bank of resources and the member's library
- access to a self-evaluation tool for assessing the level of e-maturity of their school or organisation
- completed online blog as a record of evidence
- linked, guided research and institutional self-evaluation for presentation and discussion at the UK residential programme

Participants record their learning in online blogs. They are encouraged to exchange ideas and information through a dedicated online community managed by the College.



Component two - residential

Following successful completion of the online induction, self-evaluation and research tasks, participants are invited to spend a week at the National College in England where they will take part in seminars, personal study and sharing their experience, visit two English schools to see ICT in action, meeting successful senior leaders.

Day one

The first full day comprises briefing sessions on the UK education system, the development of ICT in education in the UK, technology developments and sessions focused on the most effective use and deployment of technology for raising achievement and driving effectiveness.

These briefing sessions also set the world context for the use of technology and the importance of new learning to globalisation. Delegates have the opportunity to share and discuss their initial assessment (based on the self-evaluation activity) of their school or organisation's level of e-maturity. Day one also provides opportunities for delegates to identify key strategic issues relevant to their home context and to set out their initial vision.

Days two and three

The second and third days focus on school and academy visits to observe practice, speak with learners and learn first-hand from school leaders and teachers the practical whole-institutional implementation issues. The afternoon and evening session on day three comprises of a structured process of identifying key issues from the site visits, relating evidence and information gathered to the delegates' home context – with a focus on the delegates developing their own implementation plans.

An early evening seminar provides a platform for input from UK policy-makers and the Office for Standards in Education (OFSTED) – the English governmental schools' inspection agency, exploring and illustrating policy and practice in ICT in education in the country.

Day four

On day four delegates have an exciting opportunity to visit a major world-class technology provider to learn from and discuss their perspective on how leading edge technology developments over the next two decades will impact on education.

Day five

On the final day of the residential element of the programme, delegates are supported to draw together their experience of the whole week and to develop their strategic vision, implementation and delivery plans. They would also undertake a programme evaluation activity and be invited to continue their engagement through the online forum, established prior to the programme commencement.

Online networks and communities are supported through the international section of the National College website www.education.gov.uk/nationalcollege/international.

Benefits

Benefits for education ministries:

- world-class leadership development for school principals focused on the strategic leadership of ICT
- contextualised programme to meet national needs developed in partnership with education ministries, universities and the National College
- a focus on the transformational impact of ICT in learning, teaching and management and the role of school leadership in driving and leading transformation
- emphasis on professional standards for school leaders
- opportunities for partnerships with universities and private-sector organisations
- a central role for harnessing technology in the leadership of teaching and learning, the key to raising standards
- school leaders who are engaged in research and dialogue with international partners

Benefits for school principals:

- increased knowledge of the role of ICT in learning, teaching and school management
- greater understanding of their own personal skills and leadership of ICT
- increased awareness of the impact of different leadership styles and the importance of learning-centred leadership
- expertise in developing a whole school teaching and learning culture by harnessing technology to transform learning and teaching
- ability to focus on the role of data for business intelligence for raising standards and improving school effectiveness and efficiency
- insight into managing change and leading high performing teams

All participants are eligible to become a member of the National College, you will have access to our rich bank of leadership resources and international online communities.

Timeline

Application (month 1)

Applicants submit the application form by e-mail, with a supporting statement from their line manager

Component one: online entry and distance learning (month 1)

- online support and facilitation
- one programme induction seminar to outline course content, expectations and online facilities, including the rich data bank of resources and the Good Practice for Leaders toolkit
- pre-seminar readings on module topics
- completion of online blog as a record of evidence
- linked, guided research tasks after each seminar for presentation at the UK conference
- an institutional or organisational self-evaluation activity for benchmarking current performance

Component two: residential (one week)

- one week based at the National College in England taking part in day-long seminars and tutor-led presentations on core modules with College staff, leading leaders of ICT in education and leading thinkers
- study visits to high performing English schools to observe ICT leadership in action
- a visit to a major world technology provider to look at future technologies for education
- developing a vision and action-planning for ICT in their own school or organisation
- presentation of personal, school-based or organisational research
- compilation of electronic evidence portfolio
- on completion of all components, participants are awarded a National College for School Leadership certificate

Career development with the National College

- continued professional development through membership of the National College
- access to world-class tools and resources
- support of an international community of school leaders from 80 countries around the world through College online networks and communities

Tuition fees

Tuition fees enable participants to:

- engage in an online distance learning programme
- receive one-to-one support from a verified College coach
- complete a high quality, interactive online course
- engage in peer learning with other aspiring principals
- access the College's online communities
- gain awareness of their individual strengths and areas for development
- access a range of the College's leadership and management materials
- attend a high quality College study programme in England with seminars and master classes
- observe and question school leaders working in different contexts
- gain free membership of the National College during training and for one year beyond

The cost for participation on the programme is £2,900.

Costs include: all materials, venue accommodation and meals at the College, tutorials and presentations, transport to visits, observations and seminars with school leaders in England, certificate accreditation and College membership.

Participants are expected to make their own travel arrangements to the UK and pay for these separately.

National College background

- The National College is the first college anywhere in the world uniquely dedicated to the professional development of school leaders.
- The College was established in the year 2000.
- It became the first College anywhere in the world dedicated to school leadership.
- Our remit from the UK government is to develop and inspire great leaders of schools and early years settings in England. We regularly advise policy-makers on issues affecting leadership, including succession planning and strategies for school improvement.
- The UK Government Cabinet Office described the College as a world-leading example of excellence in leadership development and support.
- Since 2000, over 150,000 school leaders have benefited from our programmes and we train over 30,000 school leaders every year.
- In England, schools involved in College leadership development programmes achieve faster rates of improvement in exam results – and the more involved a school is, the greater the improvement.
- We work with some of the world's foremost experts on leadership development in schools to ensure that we continue to innovate and develop our services.
- We are currently working in a range of countries in Asia, the Middle East, Australia and Europe and have over 100,000 members worldwide.

The National College exists to develop and support great leaders of schools and children's centres – whatever their context or phase.

- Enabling leaders to work together to lead improvement
- Helping to identify and develop the next generation of leaders
- Improving the quality of leadership so that every child has the best opportunity to succeed

Membership of the National College gives access to unrivalled development and networking opportunities, professional support and leadership resources.

©2012 National College for School Leadership – All rights reserved. No part of this document may be reproduced without prior permission from the National College. To reuse this material, please contact the Membership Team at the National College or email college.publications@nationalcollege.gsi.gov.uk.

Triumph Road
Nottingham NG8 1DH
T 0845 609 0009
F 0115 872 2001
E college.enquiries@nationalcollege.gsi.gov.uk
www.education.gov.uk/nationalcollege

**An executive agency of the
Department for Education**

We care about the environment

We are always looking for ways to minimise our environmental impact. We only print where necessary, which is why you will find most of our materials online. When we do print we use environmentally friendly paper.