

Inspiring leaders to
improve children's lives



National College
for School Leadership

Working internationally

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International Programme for School Principals

Training at the National College in England for school principals worldwide

Prospectus

Model for November 2012 cohort

Prospectus

The International Programme for School Principals (IPSP) is a modular course in leadership, provided by the National College in England, for school principals throughout the world.

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

Underpinned by international school leadership standards (IPSP) has been designed for ambitious leaders who wish to develop their personal and professional skills. It offers blended learning with tutor-led workshops and the intensive use of online resources and e-networking. There is a choice of models:

- For those seeking international experience, a two-week residential programme at the National College Learning and Conference Centre in England is available, accompanied by three to five months of distance learning with personal tutors. This is undertaken in two parts, both before and after the residential. This model is described in detail in this prospectus.
- For candidates wishing to participate in their own country or region, a six to nine month programme is offered, usually in partnership with the ministry of education and a local university. This model is described in a separate prospectus (regional delivery model).

Participants enjoy membership of the National College with the ability to access the world-class tools and resources available, including the leadership library and extensive research base. They join a vibrant, international community of school leaders from 80 countries around the world through the College's online networks and communities.

Contextualised and co-designed in partnership with national ministries, universities and private-sector organisations to reflect the educational priorities and culture of schools in particular countries, IPSP is recognised as the school leadership certificate of choice and is a quality mark for recruitment.

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Delivery

Training at the National College, England

The National College's purpose-built 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.

An intensive, two week residential programme takes place at the College. Participants are guests at the Learning and Conference Centre where they take part in day-long seminars and tutor-led presentations with evening extension activities; they engage in personal study using a range of internationally recognised leadership materials; and they experience two days in English schools, meeting high performing senior leaders.

Before attending the residential event, participants complete a diagnostic which is used to analyse individual strengths and areas for development. Individual feedback is provided online.

Participants also undertake a one-month distance-learning programme with online support provided by programme facilitators. A telephone introduction and engagement conference outlines the course content, expectations and online methods of working.

Participants are invited to choose one of the five programme modules for study before the UK residential event. They then join a small online group to investigate the module content and its implications for their leadership roles and their schools.

In their groups participants study their chosen model together during this month of preparation. They are given readings with prompts for reflection and also a research task on a chosen module to undertake in their schools. Members of the group exchange ideas and information with each other and with the facilitators through a dedicated online community managed by the College. An online blog provides a record of the participants' activities and responses.

Presentation of their findings is integrated into activities at the National College residential event. Participants bring their research and learning about their topic with them and the 'expert' group to which they belong is expected to offer insights to the full cohort, taking the lead on sharing their research and reading about their module.

On completion of the residential element, participants undertake their readings and tasks for the four modules not studied in advance. Assessment is on-going, enabling accreditation at certificate level to be awarded by the National College on completion of the online components.

Candidates wishing to be assessed for credits towards a university Masters' level qualification may undertake a series of five further practical assignments after completing the online programme. Each assignment is based on the taught modules and is designed to provide evidence of candidates' learning. Practical tools and techniques are given to ensure a positive impact on their schools. University accreditation is optional and at additional cost.

Candidate application and selection

Candidates complete an 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 seeking to develop their professional skills
- have support from their organisation
- be familiar with internet use and online working
- be interested in leadership study and the practical implementation of effective international research in their own schools
- be keen to learn from and network with those in similar roles from schools around the world
- be willing to commit to an intensive online learning programme requiring reading and practical school-based tasks
- be able to participate in tutor-led workshops during the two week residential
- be willing to share their learning with colleagues in their school
- be prepared to apply their learning to their leadership role, ensuring maximum impact on their own organisation
- be able to communicate in English

Application information can be accessed at: <http://www.education.gov.uk/nationalcollege/ipsp>

Technical support is available by emailing: enquiries@nationalcollege.org.uk

Modules

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, thinkpieces and video. School enquiry visits provide opportunities to pose questions and observe practical examples of what has been learned.

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 programme content, designed around five modules, is based on these professional standards.

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

Module 1: Developing leadership

Online content

A National College reading summarises strategies which inform self-awareness and effective leadership behaviour. The paper presents Boyatzis' Theory of Self-Directed Learning and Kolb's Learning Cycle, commenting on the practical implications of such theories for school leaders. Participants analyse personal qualities, consider leadership roles in schools and the importance of leading learning. Responses to the reading and personal analysis are discussed in the online community.

Participants are set the research task of discussing with senior colleagues the issues raised in the paper with regard to roles undertaken by principals and the importance of behaviour and expectations. They are requested to bring an analysis of these responses for a short presentation and question session at the residential event.

Face-to-face content

This covers the importance of values and moral purpose in leadership, explaining how high performing principals develop a vision for their school. It introduces the key principles of effective professional learning and the appropriateness and value of different leadership styles. Models for action planning and building commitment with staff, pupils and the community are introduced. Participants analyse their own leadership in relation to best international practice, developing strategies to inform self-awareness and identify personal strengths. Coaching skills are extended and their value explored in the context of the school as a complex learning environment.

Module 2: Leading teaching and learning

Online content

This module provides international evidence of the key influence school principals have in promoting and participating in teacher performance and development. The online reading is the executive summary of a recent large-scale international research project which found that rapid and sustained school performance improvement depends on the same interventions, contextualised to a local area (McKinsey and Company, 2010). A hyperlink to a video presentation of the key points supports the reading. In their online community, participants are invited to consider the six interventions identified by the research and asked to comment on how these can be used in their own schools.

Participants are asked to carry out a structured teaching observation, bringing judgements given, criteria used and feedback offered to the residential event for analysis.

Face-to-face content

Participants use their research observation task to analyse the criteria for successful teaching and learning. They consider the responsibility of principals to focus on classroom standards and set high expectations. Processes to develop teacher expertise and create a learning-centred school are explored. Participants learn how to apply a framework for measuring the quality of teaching and learning in their schools. They acquire skills in monitoring and evaluating teacher performance. Research in the use of pupil voice as a strategy to improve learning is explained.

Module 3: Leading people and effective teams

Online content

Participants are guided through a paper analysing four teamwork factors which determine whether individuals will be successful in working together to achieve a common goal (LaFasto and Larson). Openness, supportiveness, action-orientation and positive personal style are key personal qualities for effective team working. Participants consider these in relation to a team they work with, analysing its effectiveness, as part of the online community discussion.

In preparation for the residential event, participants carry out structured interviews with team members and analyse responses with reference to the four teamwork factors. Research findings are presented for discussion.

Face-to-face content

This covers the composition and creation of high-performing teams and how they operate. It shows how successful principals enable effective learning for all by focusing on the professional skills and knowledge of their staff, building confidence between learners and teachers. Factors such as personal well-being, resilience and sustainability, approaches to delegation and the use of distributed leadership are analysed. Participants are given strategies to develop their staff professionally. They learn how to plan the creation of highly effective teams which support and empower colleagues. They gain insights into team dynamics in relation to their own leadership style.

Module 4: Leading and managing the organisation

Online content

Participants are given a series of leadership/management definitions with quotations about each. They are asked to give copies to their leadership team and chair a discussion with their colleagues, noting the views expressed. Their findings are shared within the online community. The research task for the conference is a powerful and revealing photomontage exercise in which principals create a picture of their school as seen through the eyes of others.

Face-to-face content

This explores the qualities of educational leaders and the differences between management and leadership. The module considers definitions of leadership and how effective principals in the best performing systems around the world secure high performance. Participants learn how to use the tools of different enquiry strategies and develop techniques for impact evaluation. Model school improvement frameworks are introduced. Principals will return to their schools with a range of practical strategies to promote enquiry and impact evaluation with their staff.

Module 5: Leading and managing change

Online content

Two articles by Michael Fullan are provided. The first, 'Leading in a Culture of Change', draws together many of the concepts explored in previous modules. The second, 'Whole System Reform', is a case study from Canada to help participants understand how system reform can be rapid, successful and sustainable. Questions provided form the basis of the online community discussion.

The pre-residential research task allows participants to explore change projects from a number of countries including schools in India and South Africa. During the conference they present their findings on models for leading and managing change.

Face-to-face content

This examines the leadership of innovation and change, explores the models of successful change leadership, and offers a range of strategies to develop problem-solving skills and creativity. Participants become familiar with the tools and techniques for implementing change, gaining insights into why change is resisted and how to motivate staff in implementing new ideas. The demanding issues of managing and challenging the behaviour of staff are covered in depth. Using templates provided, they produce plans to implement change in their schools, considering a range of leadership styles. The current focus in some high performing countries on whole system reform is also examined through international case studies and research.

Components

Component one: Online entry and distance learning

This three to five month component is completed in two parts, with one module before the residential event and the remaining four afterwards. The programme introduction and initial study take place in the participants' home country, using our extensive online facilities. An introduction and engagement telephone seminar is used to outline the course content, expectations and online methods of working. Participants also complete individual diagnostic assessments at this stage and later are given personalised feedback.

The distance learning component offers assigned pre-readings, guided research tasks in school, participation in online networking with other participants, diagnostic assessments and personal online blogs to record learning. These activities provide opportunities for guided in-depth study and the application of learning to participants' own school context.

In the time prior to the residential event participants choose one of the five modules for advance study, joining a small online group to investigate the module content. Participants bring their research and learning about their topic to the UK residential and take a lead in sharing their research and reading about their module.

During this three month component participants will be given:

- a telephone programme introduction conference to outline course content, expectations and online facilities, including the rich data bank of resources and the leadership library
- regular readings on each module topic with materials provided online for ease of access
- activities linked to the readings and related to roles in school
- guidance within the online community by programme facilitators
- advice on how to complete their online blog as evidence of learning
- linked, guided research tasks for presentation at the UK conference
- an individual diagnostic assessment with personalised feedback



These steps are repeated for each of the four modules undertaken after the residential element.

Completion of all distance learning elements is essential for participants to gain National College certification.

Component two: UK residential

Following successful completion of the online course and research tasks, participants are invited to spend two weeks at the National College in England where they take part in day-long seminars, personal study and experience two days in English schools, meeting successful senior leaders.

Each day's programme allows participants to work intensively together, benefiting from the sharing of practice, particularly by the 'expert' groups. Presentations and lectures by National College staff cover the content of leadership modules and professional standards. Topics are covered in depth and materials are provided electronically and in hard copy.

There are links to the latest international research, enabling participants to model best practice around the world. Participants present the school-based research tasks carried out during the online learning components of the programme. Knowledge from international research, commissioned by the National College, 'How the world's most improved school systems keep getting better', a McKinsey & Company Report (2010) reveals that effective leaders develop their staff, modelling learning themselves and relentlessly focus on teaching and learning. Participants apply this learning from the programme to their own roles and reflect on it in tasks which have an impact on their schools.

Throughout evening extension activities are supplemented by personal and group tutorials with opportunities to share and discuss experiences.

Two days of study visits to high performing English schools offer participants the experience of observing school leaders in different contexts. There are opportunities to pose questions about leadership styles and management structures, relating practical findings to the leadership modules studied.

The final day of the face-to-face programme is devoted to group and individual presentations of learning; and consideration of the readings and research tasks for the remaining four online modules, led by the 'expert' groups.

Following course completion, participants are able to opt for further accreditation through Nottingham University in England or a local partner university at a post-graduate level by completing a series of five practical, module-related assignments in their schools. Each assignment is designed to extend their learning and have a positive impact on their schools, relating directly to their leadership roles. Practical tools and techniques are given. University accreditation is at an additional cost.

Time Required

Online modules: up to 10 hours each with around 20 hours for Module 2. Total: 60 hours.

UK residential: Nine days, including two days of school visits and one day for accreditation.

Career Development

IPSP certificate holders continue to be members of the National College free of charge for one year, with access to online materials, including the extensive Leadership Library, documented research and wide-ranging case studies. Membership can be extended. The National College has over 100,000 members who are able to access online networking facilities, professional leadership development and world-class leadership resources.

Online networks and communities are supported through the international section of the website at <http://www.education.gov.uk/nationalcollege/international>

Benefits

Benefits for education ministries and partner organisations

- World-class leadership development with rigorous accreditation for school principals.
- Contextualised programme to meet national needs developed in partnership with education ministries, universities and the National College.
- A focus on the transformational impact of school leadership.
- Emphasis on professional standards for school leaders.
- Greater understanding of school leadership development by Government organisations.
- Opportunities for partnerships with universities and private-sector organisations.
- A central role for the leadership of teaching and learning, the key to raising standards.
- School leaders engaged in research and dialogue with international partners.

Benefits for school principals

- Increased knowledge of the professional qualities required of school principals.
- Greater understanding of their own personal skills referenced against international standards.
- 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.
- Ability to track underperformance and raise standards.
- Insight into managing change and leading high performing teams.
- Accreditation by the National College at certificate level on course completion.
- The opportunity to gain 60 Masters' level credits, subject to legal requirements and additional fees, from Nottingham University, England (optional).

All participants are eligible to become members of the National College and will gain access to our rich bank of leadership resources and join its 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 (November 2012 to January 2013)	
<ul style="list-style-type: none"> — Programme engagement telephone conference outlines course content, expectations and online facilities, including the leadership library — Regular assigned readings on chosen module topic (one module out of the five to be selected) — Introductory activities linked to the readings and related to roles in school 	<ul style="list-style-type: none"> — Online community supported by programme facilitators — Linked, guided research tasks for presentation at the UK residential event — An individual diagnostic assessment with personalised feedback — Commencing of online blog as a record of evidence — Supportive online community of cohort participants
Component two: UK Residential (7–18 January 2013)	
<ul style="list-style-type: none"> — Two weeks at the National College in England taking part in day-long seminars and tutor-led presentations on core modules with National College staff — Study visits to high performing English schools to observe school leaders in different contexts 	<ul style="list-style-type: none"> — Study and interaction with a range of leadership materials — Application of learning from modules researched in their own school — Presentation of personal, school-based research from chosen module
Component three: Post residential online and distance learning (January to March 2013)	
<ul style="list-style-type: none"> — Regular assigned readings on module topics — Activities linked to the readings and related to roles in school — Online community supported by programme facilitators — Linked guided research tasks 	<ul style="list-style-type: none"> — Completion of online blog as a record of evidence — Supportive online community of cohort participants — Compilation of electronic evidence portfolio — On completion of all components participants are awarded a National College certificate
University post-graduate accreditation (up to six months - optional)	
<ul style="list-style-type: none"> — Five leadership assignments carried out in school, based on each module — Assignments are designed to extend learning with positive impacts on the school 	<ul style="list-style-type: none"> — 60 Masters' level credits, subject to legal requirements and additional fees, awarded by The University of Nottingham, England
Career development with the National College	
Continue professional development through membership of the National College. Access the world-class tools and resources available, including the members' library and extensive research base. Join the vibrant, international community of school leaders from 80 countries around the world through National College online networks and communities. Gain a Masters' level qualification, subject to legal requirements, from a local partner university.	

Fees

Tuition fees enable participants to:

- engage in an online distance learning programme
- receive one-to-one support from a verified National College coach
- complete a high quality, interactive online course
- engage in peer learning with other aspiring principals
- access the National College's online communities
- gain awareness of their individual strengths and areas for development
- access a range of the National College's leadership and management materials
- attend a high quality National 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 at the discounted rate is £3,900.

Costs include: all materials, venue accommodation and meals at the National College, tutorials and presentations, visits, observations and seminars with school leaders in England, certificate accreditation and National College membership. Principals who choose the post-graduate assessment option will have an additional cost for this charged by the partner university.

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

National College

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 National 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.
- Our monitoring this year shows that 99 per cent of participants on the equivalent course for English schools rated the programme as ‘good’ or ‘very good’, while 98 per cent felt it impacted positively on their leadership and their school.
- In England schools involved in National 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.

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**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.