



ipml

International Programme
for Middle Leaders


This document has been archived

Delivering sustainable approaches to leadership development

Delivery partner prospectus



National College
Working internationally



We know that the quality of middle leadership is fundamental in achieving consistently high standards of teaching and learning.

The National College for Teaching and Leadership (National College) is committed to supporting and developing school leaders so that they can make a positive difference to children's lives. Middle leaders have a pivotal role in making this happen through their leadership of teaching and learning.

Across the world, raising standards in education have been evident in recent years, but some critical challenges remain:

- reducing the variation in performance both between and within schools,
- closing the gap in achievement between children from different social backgrounds
- sustaining the quality of school leadership

In addition, each school may have contextualised gaps that they are working on, or ones determined by their local or national government. However, a report by McKinsey and Co in 2010 on world-class systems highlights that the most important factor in driving up standards is teacher quality, concluding that: *The quality of a school system cannot exceed the quality of its teachers.* Another study (Robinson, 2010) has shown that children who start from the same point at age 8 and have consistently high-quality teaching up to age 11 achieve 53 percentage points above their peers who have less consistently good teaching. It is therefore crucial that all school leaders recognise the importance of developing and sustaining high-quality leadership of teaching and learning.

The **International Programme for Middle Leaders (IPML)** focuses on developing middle leaders as highly effective leaders of teaching and learning. IPML provides opportunities for middle leaders to work with colleagues in other schools as well as their own, to close gaps in achievement or elsewhere in their schools.

www.nationalcollege.org.uk/international

Why choose the National College?



We are the **first college** anywhere in the world dedicated to school leadership.



ipml

International Programme for Middle Leaders



We are **highly experienced** and train over **30,000** school leaders every year.



We are recognised as the **global leader** in leadership development programmes for school leaders.



We can provide clear routes to **world-class** professional development and accreditation.



Our delivery team includes a broad mix of skills and vast experience.



We will **work with you** to achieve the most **sustainable approach** for your context.

We work with **international experts.**



The UK government Cabinet Office describes us as a **world-leading** example of excellence in leadership development.



English schools involved with College programmes achieve faster rates of **improvement.**





The National College's International Programme for Middle Leaders (IPML) has been designed for ambitious middle leaders who wish to develop their personal and professional skills so they can make a positive difference to children's lives.

The IPML is a 10-month programme offering a blended learning approach with 6 days of facilitated face-to-face activity, self-directed learning and access to world-class online resources and e-networking. The IPML has three stages which help participants to prepare for the programme, focus on the leadership of teaching and learning and provide the opportunity to reflect on the impact they will make and their own career development.

Underpinning the programme is a research based leadership project that participants complete within their own school.

Who is the IPML for?

The IPML has been designed for ambitious middle leaders throughout the world who wish to develop their personal and professional skills so they can make a difference to children's lives. Middle leaders are those who have responsibility for leading subjects, key phases, pastoral care, or other aspects of the school's work.

The IPML provides an excellent foundation for promotion to senior leadership roles in school. It helps schools to develop and retain their best people while enabling participants to develop the skills needed to progress their careers.

What are the aims of IPML?

The key aims of the programme are to:

- develop highly effective middle leaders in order to improve the quality of teaching and learning, raise standards and improve pupil achievement
- reduce variation in pupil outcomes and close the gap in achievement
- develop a learning culture resulting in increased leadership capacity
- develop a system in which leaders are developed for their current and future roles

Make a positive difference to children's lives

What are the benefits for middle leaders?

By participating in the programme, middle leaders will further develop their leadership competencies.

The development of these key leadership competencies will enable middle leaders to:

- lead changes and improve the quality of teaching and learning through their leadership
- use approaches that reduce variation and close the gap in achievement
- build a team to address underperformance and get the best from colleagues by developing future leaders
- enable change and sustained improvement
- learn with and from others, adopting an open mind-set
- support others in their learning
- understand the relationship between personal effectiveness and leadership development
- identify their own personal effectiveness and how it can continue to be developed beyond the programme, enabling you to become a life-long learner

What are the benefits and impact for the wider education system?

By taking part in IPML, middle leaders will be able to contribute to the development of the school and the wider education community, with particular contributions to:

- more highly effective middle leaders
- more effective teaching and learning
- increased expertise and leadership capacity
- school-to-school support where teachers and others in the profession are able to learn from and with each other
- a culture where there is a willingness to support others in their learning and to know how to by providing expert input and coaching
- opportunities for schools to become self-sustaining by developing colleagues' leadership knowledge, skills and behaviours through high-quality professional learning opportunities
- teachers and other colleagues who question their own practice, know how to seek answers and how to use the outcomes to improve not only their own practice but that of others

Leadership competencies

Information-seeking	Future focus	Partnership working	Relating to others
Conceptual thinking	Serving others	Broad organisational understanding	Developing others
	Personal drive	Impact and influence	Holding others to account
	Analytical thinking		Inspiring others

Self-awareness
Resilience and emotional maturity
Integrity

Programme structure

The IPML has three stages which help participants to prepare for the programme, focus on the leadership of teaching and learning and provide the opportunity to reflect on the impact they will make and their own career development. Underpinning the programme is a research-based leadership project which participants complete within their own school.

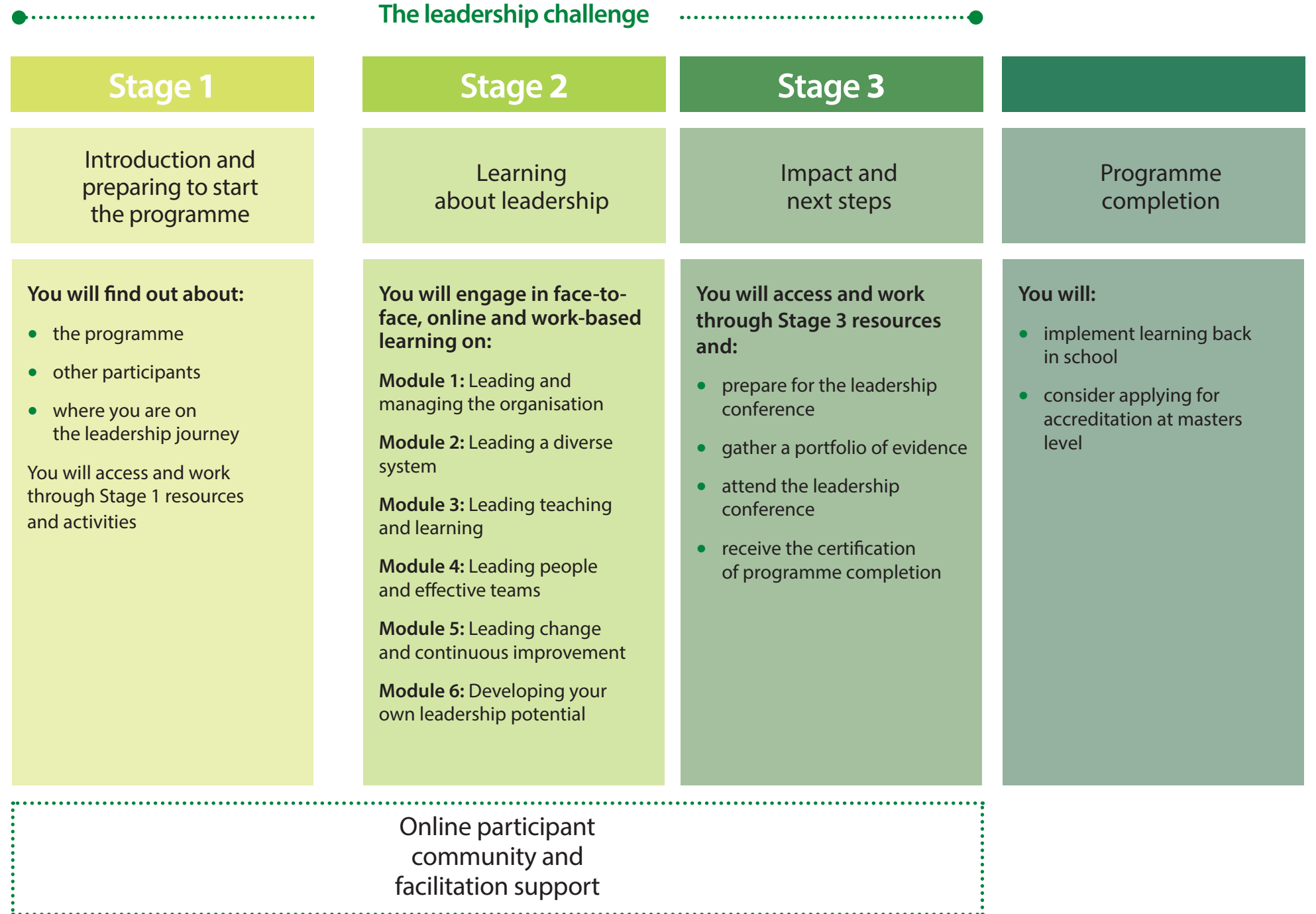
During the programme, participants will learn about:

- leadership, management and personal effectiveness
- leadership to improve teaching and learning in order to close the gap in achievement
- leadership for change and sustainable improvement
- distributed leadership
- leading effective teams, addressing underperformance, getting the best out of colleagues, and spotting and developing future leaders

Participants will do this by engaging in a range of activities and leadership opportunities including:

- reading and reflecting on key think pieces
- engaging in discussion and activities during the 6 days of face to face sessions with your facilitator and other middle leaders
- online discussions with other middle leaders
- trying out new ways of leading in your school
- learning from colleagues, discussing what you have learnt with your learning colleague and feeding that into discussions with other middle leaders online
- reflect on learning and attend a leadership conference

The leadership challenge





Participants have to complete stage 1 of the programme before they attend the face-to-face sessions. During stage 1 they will have found out more about the programme, been able to access core materials and completed a self-assessment task.

During stage 2 participants will engage in face-to-face (5 days), online and work based learning on 6 modules and a range of extension units. Participants will be learning about the importance of context, effective leadership, effective learning and how to lead improvements in teaching and learning to close the gap.

Programme content

Module 1

Leading and managing the organisation

The module emphasises the importance of middle leadership and the pivotal role that middle leaders have in contributing to school improvement. Leadership in education is defined as the balance and integration of principle, practice and people. The relationship between leadership, management and administration is explored with a consideration of Leithwood's concept of total leadership. The module concludes with a look at the characteristics of effective middle leaders and the leadership strategies they use.

Extension units

- Successful leadership
- Managing resources
- Securing the best for less
- Challenging leadership practice

Module 2

Leading in a diverse system

The need for school leaders to recognize and respect the culture and context of their organisation is the central theme of this module. It is argued that effective leaders are contextually aware and able to use a variety of leadership styles. They are also able to anchor their strategic thinking to a clear set of values. The influence of middle leaders is explored, using a model that places classroom practice at the centre, reaching out through school policies and pupil characteristics to national issues and trends. Middle leaders are encouraged to focus their time, resources and energy where they are likely to have most impact – with teaching and learning.

Extension units

- Sphere of influence
- Context as opportunity

Module 3

Leading teaching and learning

A priority for any middle leader is to ensure the highest possible quality of teaching and learning within their team or department. The moral purpose for this and the practical arguments are considered. The module addresses the issues of attainment gaps and the variation in practice that exists in many schools. Criteria for effective teaching and learning are presented with a series of strategies that could be used to 'close the gaps'. The key elements of learning-centred leadership, modelling, monitoring and dialogue, are discussed.

Extension units

- Why leaders need to be learners
- Subject specialism
- Taking account of SEN and disability
- What makes a good lesson?
- Lessons for learning
- Conditions for positive behaviour
- Early years leadership
- Curriculum innovation
- SEN and achievement

Module 4

Leading people and effective teams

The module begins with an exploration of the nature of trust and its fundamental importance in building relationships and shaping approaches to leadership. Middle leaders are well placed to develop a culture of high performance; therefore the module presents a series of strategies for understanding and building effective teams. Sustaining high performance is examined through different methods of professional learning such as mentoring, coaching and reflective practice.

Extension units

- Learning from underperformance
- Excellent teachers
- Growing tomorrow's leaders
- Coaching for teaching and learning
- Handling challenging behaviour
- The heart of the matter

Module 5

Leading change and continuous improvement

The world of education and education across the world is continually changing. Middle leaders need an understanding of the change process and the competencies to lead their teams through this. The concept of transformational change is explored through the relationship between impact and leverage. The module concludes with a look at Fullan's ten key elements of successful change.

Extension units

- Innovation adoption curve
- Change facilitators' handbook

Module 6

Developing your own leadership potential

School leadership is socially, emotionally and physically demanding work. The final module invites the middle leaders to reflect on themselves as individuals. Leadership effectiveness is described as an integration of leadership development, personal growth and effective learning. The module argues that there are three dimensions to a model of personal efficacy: a sense of spiritual and moral purpose; emotional intelligence; the ability to engage in deep and profound learning. Participants are asked to consider the extent to which they pay attention to their own well-being, balance and resilience.

Extension units

- Personal effectiveness
- Developing wellbeing
- Personal responsibility

What is the Leadership Challenge?

The programme is underpinned by a research-based leadership project which participants undertake in their own school. They will be asked to develop a leadership project in order to close an identified gap in achievement. The leadership challenge is not the gap itself but developing a project which leads a change in order to improve teaching and learning, so that the gap in student achievement is closed.

Participants must lead the project and provide evidence that they are leading changes that will improve the quality of teaching and learning – which in turn will result in the identified gap in achievement being significantly reduced – and that the change is sustainable.

They will present the outcomes in a face-to-face conference in stage three of the programme.

What support will middle leaders receive?

An integral part of the programme is the on-going support you will receive during the periods between each face-to-face session. You will be supported by:

- facilitators working with you during face-to-face sessions
- an online facilitator
- colleagues taking part in the programme
- your headteacher/ principal
- information, materials and tools provided online by the National College

Participants are also asked to identify a senior colleague to support them as a learning colleague. The role of the Learning Colleague is to provide the more experienced voice of practice, and guide and advise the participant/s through the programme, acting as a critical friend. Working as a critical friend is a very effective way of continuing the learning. It presents a well-researched, proven and highly effective professional learning experience.

Is the programme certified?

Once they've successfully completed the programme participants will be awarded the International Programme for Middle Leaders Certificate. In order to gain certification, they must attend the whole programme and meet the assessment requirements. There are no formal examinations.

Participants can then opt for further accreditation through The University of Nottingham in England or a local partner university at postgraduate level (up to 30 credits at Masters level).

An additional assignment must be produced and support will be given to complete this task. University accreditation is at an additional cost and is the responsibility of the participant.

The College works with organisations to create and deliver sustainable approaches to school leadership development and to provide opportunities to access world-class training. To aid its sustainability, the IPML programme has been designed for delivery in the country where the course participants are working and has the option of two delivery models.

Delivery model 1

The programme is delivered by experienced National College facilitators.

The programme will be delivered in your choice of location by a team of experienced National College facilitators. The size of the facilitation team will depend on the group size but will manage all programme delivery. The client organisation will be responsible for arranging recruitment of participants, selecting training venues, supporting printing resources and participant logistics.

This model offers the assurance that the programme is delivered to the highest standards and the participants receive the best possible experience. The programme will include a three day residential, a two residential and a final one-day residential event delivered in an agreed location over a 10-month period. In a typical academic year the first residential would be delivered in October followed by a second in March with a final day in June or July.

Fees

The fee per participant is £1,950 for Europe-based delivery. Supplements may apply outside of Europe.

The fee includes all materials, facilitator delivery, facilitator transport, certificate accreditation and National College membership.

This fee is based on three separate residential events. The delivery model can be adapted.

The client organisation is responsible for the arrangements and costs of all programme facilities, participant logistics, accommodation and subsistence.

A minimum of 15 participants are required for delivery of the programme using Delivery model 1.

Delivery model 2

The College trains senior leaders in your organisation to facilitate the programme.

To deliver your own programmes and build capacity, you may choose to identify facilitators who can be trained and accredited by the National College. This model enables you to build your organisation’s expertise in facilitation, so that you have the capability to deliver future programmes. It also allows complete flexibility in how the programme is delivered.

The facilitation training is delivered through a blended learning approach which includes access to the latest National College modules in effective facilitation, as well as three-days of face-to-face activity. Alongside the IPML programme content, participants are introduced to topics such as:

- Why facilitate?
- Adult learning and learning preferences
- Designing adult learning experiences
- Co-facilitation
- Delivering and reviewing learning experiences through feedback and critique

The facilitation programme is underpinned by a set of competencies which the College considers critical to facilitation. These are drawn from worldwide research on emotional intelligence and the skills required when working with adults.

Facilitator time commitment

The table below outlines the time commitments for facilitators delivering their first cohort for delivery model 2. Because the programme has an element of flexibility for contextualisation, the time commitment varies depending on the individual.

Activity	Time commitment <i>(approximate)</i>
Registration	30 minutes
Facilitator training	4 days <i>(3 days face-to-face)</i>
Assessment event	1 day
Contextualisation of programme	<i>Up to the individual</i>
Programme delivery	5 to 6 days

How many facilitators do you require?

We would suggest one (possibly two) facilitators train up to 15 participants in a cohort. If a cohort of more than 15 participants is recruited, we suggest the programme is delivered by a co-facilitation model, using two facilitators working together.

Fees

The College trains senior leaders in the client organisation to facilitate the programme.

Initial facilitator training

The College will deliver facilitator training in your country. A minimum of six trainee facilitators is required. Clients are responsible for arranging venues as well as participants’ accommodation, transportation and subsistence.

The fee is £2250 per facilitator (£13,500 for 6).

This fee includes the National College facilitator’s costs and expenses. Once qualified, participants will be accredited to deliver the IPML for three years.

Per participant fee

Once you have established an accredited team of facilitators, you will have the capacity to deliver the IPML. The National College will charge a set fee for each participant engaging in the IPML.

National College per participant fee is £615.

This fee includes access to a facilitated online community, all electronic programme materials, certificate accreditation and National College membership.

Facilitator’s accreditation

The facilitators receive accreditation for delivery of the programme for three years. This can be extended through re-accreditation

Client fees

If you chose to deliver the IPML using Delivery Model 2, we would suggest you charge a fee in the region of £750 per participant. This additional fee will generate income to contribute to covering the project management and logistic costs incurred when you deliver the programme.

In 2011 The National College expanded its remit to include working with leaders from around the world. We are globally recognised as a benchmark for leadership development and the countries we are engaging with is continuing to grow.



For further information regarding the current contracts and international delivery of the National College, please visit www.nationalcollege.org.uk/international

Next steps

If you wish to discuss the International Programme for Middle Leaders and how it can be delivered for your school or organisation, please do not hesitate to contact us by email at international.team@education.gsi.gov.uk

We would encourage you to consider the following questions but would be happy to discuss these with you:

- How many participants do you anticipate taking part in the programme?
- Would your programme participants be able to travel to one location or would a number of locations be required?
- Do you have sufficient middle leaders to deliver the programme on an annual basis?
- Would you like to improve the facilitation skills of senior leaders within your organisation?

After initial contact we will work with you to identify the most appropriate delivery model and move towards a timeline for delivering the programme in your location.



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