

**Wandle TSH / UCL NPQ Welcome Event Monday 14th
September**

Please stay on mute

If possible keep your camera on

If you have questions please put them in the chat

**There will be opportunities to ask questions during the
presentation and at the end.**

Wandle TSH / UCI NPQ Welcome Event Monday 14th September

‘**Good** leaders change organisations; **great** leaders change people...

People are at the heart of any organisation, particularly a school, and it is only through changing people – **nurturing** and **challenging** them, helping them grow and **develop**, creating a culture in which they all learn – that an organisation can **flourish.**’

(Hoerr, 2005: 7)

By the end of the session we hope that:

- We have explained the leadership concepts that the NPQs are grounded in
- Understand how the programmes will be delivered
- Understand the structure of the programmes
- Be aware of the timeline of the programmes and your time commitments.
- Be aware of the route map for the programmes
- Be aware of how to apply and the next steps
- Be excited to work with Wandle TSHub and UCL on the NPQ journey.

Why School Leadership Matters: Four Strong Claims about Successful School Leadership

School Leadership Effects

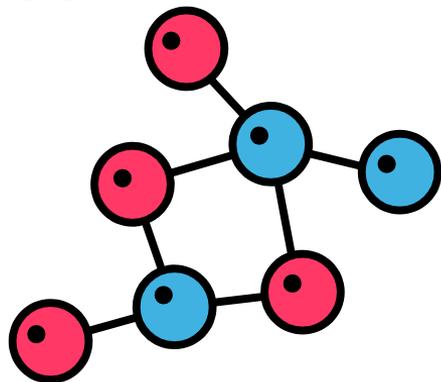
- School leadership is second only to classroom teaching as an influence on pupil learning.

(Leithwood et al., 2007; Leithwood, 2019)

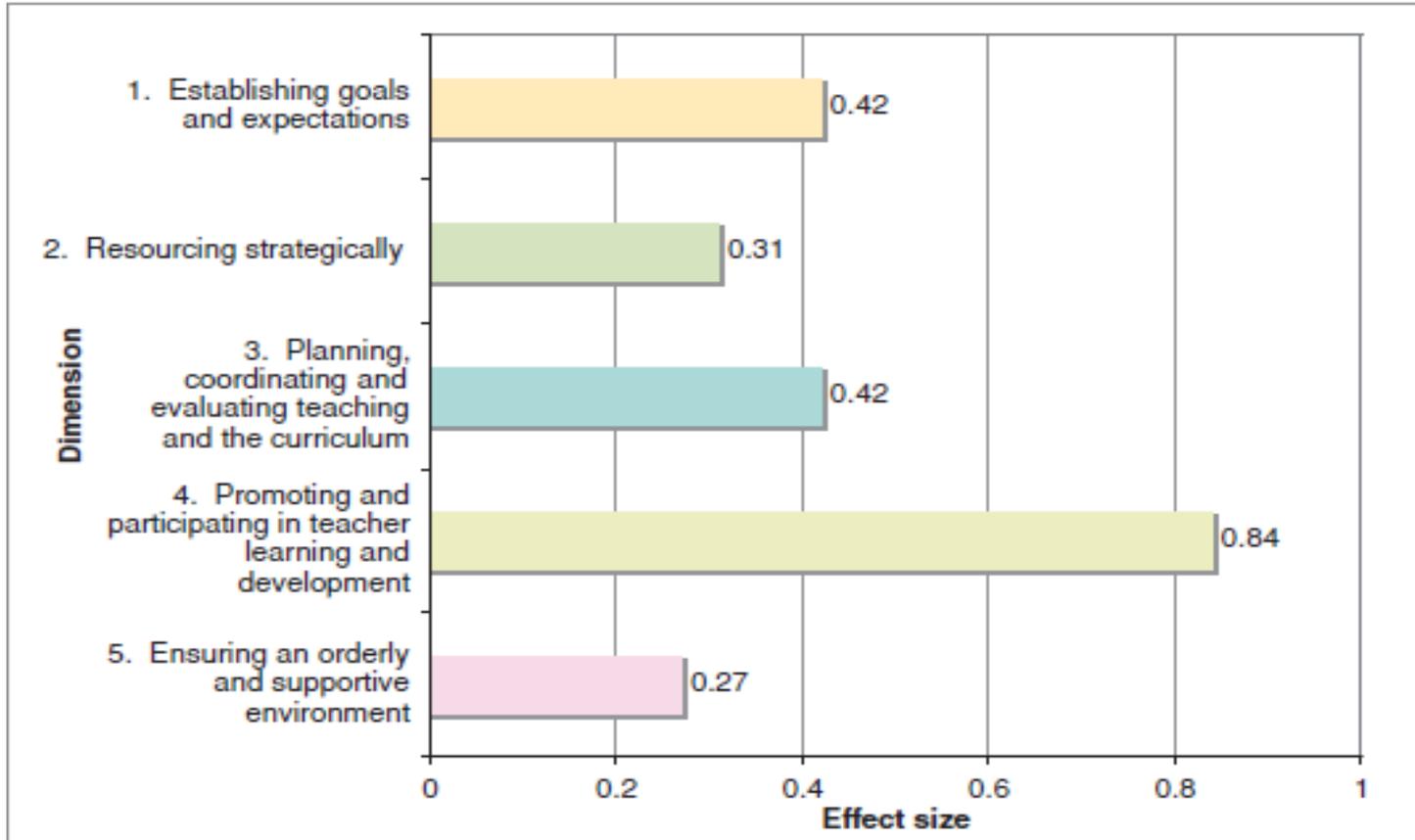


Research Claim 1

- Almost all successful leaders draw on the same repertoire of basic leadership practices, but there is no single model for achieving success.



Relative Impact of Five Leadership Dimensions on Student Outcomes (Robinson et al., 2009)



Teacher Effectiveness

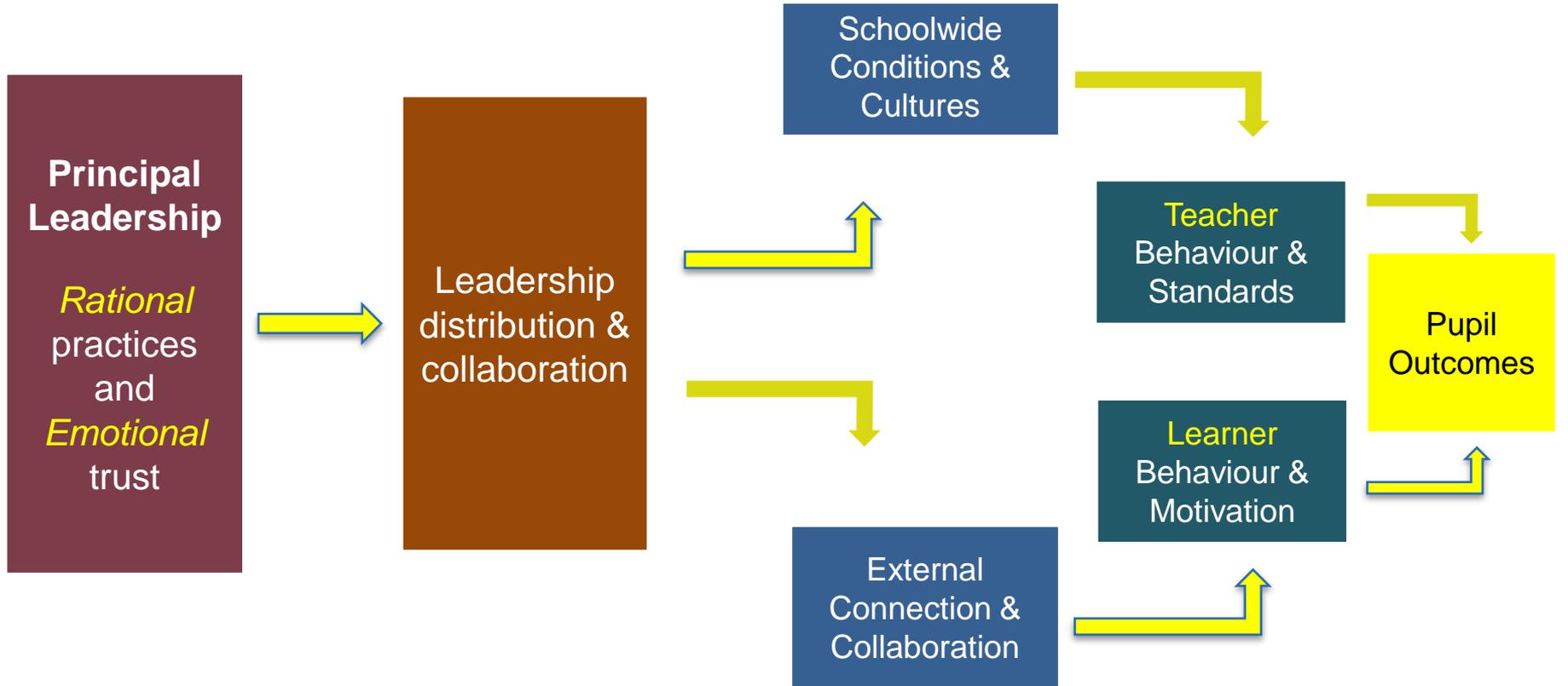
- Myth: *teachers typically improve over their first 3-5 years and then plateau.*
- Teachers working in schools with **more supportive professional environments** continued to improve significantly after three years, while teachers in the least supportive schools actually declined in their effectiveness.

(Sutton Trust, 2014)

Research Claim 2

- Principals achieve and sustain success through **who** they are and the **combination** and **accumulation** of various relatively *small effects* of leadership practices that influence different aspects of school improvement processes **in the same direction**.

Leadership Impact on Pupil Outcomes



Research Claim 3

- There are differences in culture between schools and between countries but challenges are broadly the same.



Teaching Schools are getting better!



- “*The best CPD in school!*”
 - Opportunity of **purpose**: anchoring core values and ‘*internal accountability*’ (Elmore, 2003) and building on collective commitment
 - Opportunity of **ownership**
 - Opportunity for **capacity building**: improved **collective capacity** through supporting other schools and became more *reflective, outward-facing and forward-thinking*

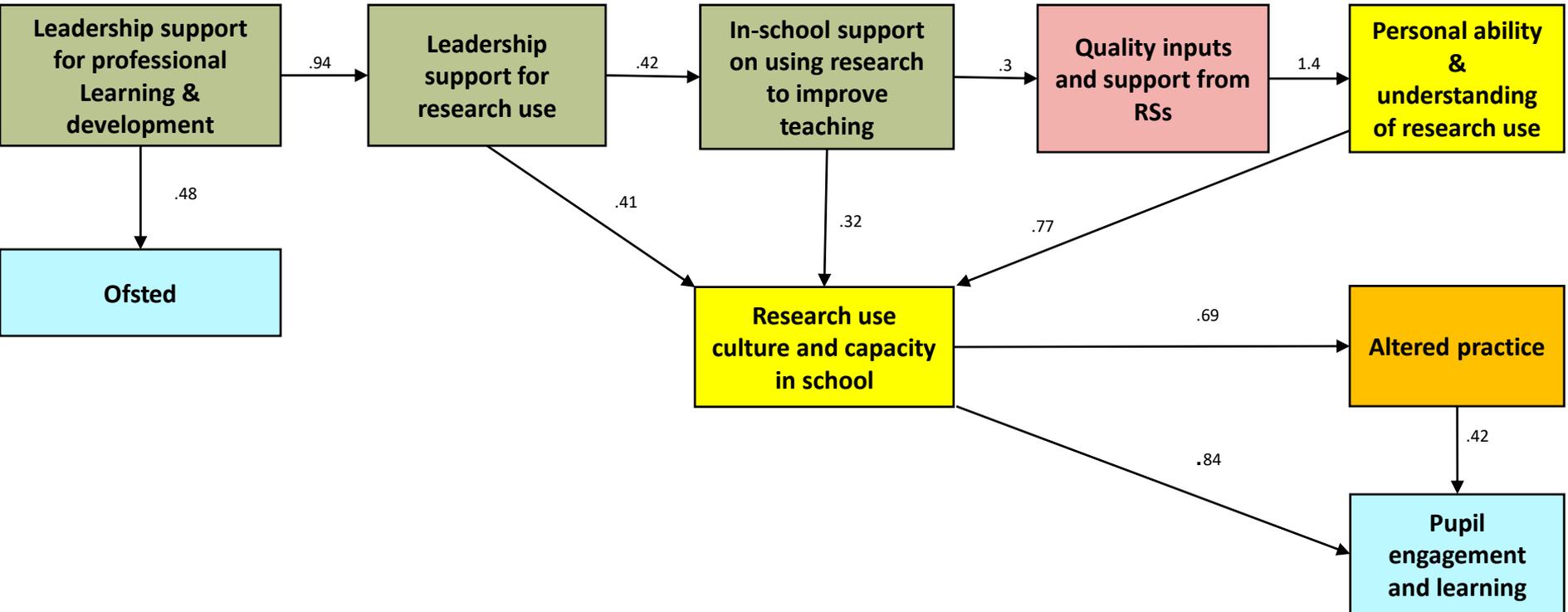
(Gu et al., 2016; 2019)

Research Claim 4:

Evidence use is a whole-school behaviour and school leadership comes first.

LEADERSHIP





The Need for Leadership

*It is not the teachers, or the central office people, or the university people who are really causing schools to be the way they are or changing the way they might be. **It is whoever lives in the principal's office.***



(Barth, 1976)

School-University Partnerships in Action: The Promise of Change

Successful school-university partnerships are *a 'third space' of learning*. The difference in organisational structures, cultures and norms between universities and schools creates *not a threat*, but *an opportunity* that stimulates new ways of thinking, doing and practising.

(Day, Gu & Townsend, 2021)



Specialist NPQs

Three new NPQs

NPQLTD – LEADING Teacher Development

NPQLT - Leading Teaching

NPQLBC – Leading Behaviour and Culture

Specialist NPQs

NPQLTD – Leading Teacher Development

This is designed for teachers who have , or aspiring to have, responsibilities for leading the development of other teachers in their school. They may lead across the whole school or be acting as a mentor

Fees:

This course is free if you are in a state school

Apply asap as places will be capped.

Specialist NPQs

NPQ – Leading Behaviour and Culture

For teachers who have or are aspiring to have responsibilities for leading behaviour and /or supporting student well being in their school.

Fees:

£885

Unless you are in a state school in England within the top 30% of pupil premium schools, then fully funded

Specialist NPQs

NPQ – Leading Teaching

For teachers who have or are aspiring to have responsibilities for leading teaching in a subject, year group, key stage or phase

Fees:

£885

Unless you are in a state school in England within the top 30% of pupil premium schools, then fully funded

Session Type – Training 55 Hours Line Manager	Every Term (3 terms)	Total Hours (3 terms)
Audit before start of programme Online induction conference at start of programme Consolidation Conference at the end of the programme		1 5 14
Self Directed Learning Learning Journal Implementation Project	9 hours per term (minimum)	27
Online discussion Community, Discussion Session	1 hour each term (minimum)	3
Peer Learning Group	3 hours Term 1 and Term 3 6 hours in Term 2	12
Line Manager Sessions	Termly one hour meetings	3
Total		55

NPQML – Implementation Project

Each participant will complete an implementation project which will demonstrate how their learning is being implemented in practice through action research or a project that is supported by a facilitated peer learning group to ensure the programme has an impact on an individual's leadership and the students in their school. Once completed the programme will be assessed through a case study – based approach to be completed in an 8 day window.

NPQSL

For school leaders who have or are aspiring to be a senior leader with cross-school responsibilities.

Fees:

£1055

Unless you are in a state school in England within the top 30% of pupil premium schools, then fully funded

Session Type – Training 75 Hours Line Manager	EVERY Term	Total Hours
Audit before start of programme Online induction conference at start of programme Face to face events terms 2, 3, 4.		2 4 15
Self Directed Learning Learning Journal Implementation Project	13 hours per term (minimum)	39
Online discussion Community, Discussion Session	1 hour each term (minimum)	3
Peer Learning Group	2 hours each term	8
Line Manager Sessions	Termly one hour meetings	4
Total		75

NPSL – Implementation Project

Each participant will complete an implementation project which will demonstrate how their learning is being implemented in practice through action research or a project that is supported by a facilitated peer learning group to ensure the programme has an impact on an individual's leadership and the students in their school. Once completed the programme will be assessed through a case study – based approach to be completed in an 8 day window.

NPQH

For school leaders who are or are aspiring to become a headteacher with responsibility for leading a school. Headteachers in their first two years of headship are particularly encouraged to apply

Fees:

£1885

Unless you are in a state school in England within the top 30% of pupil premium schools, then fully funded.

In your first 2 academic years of headship

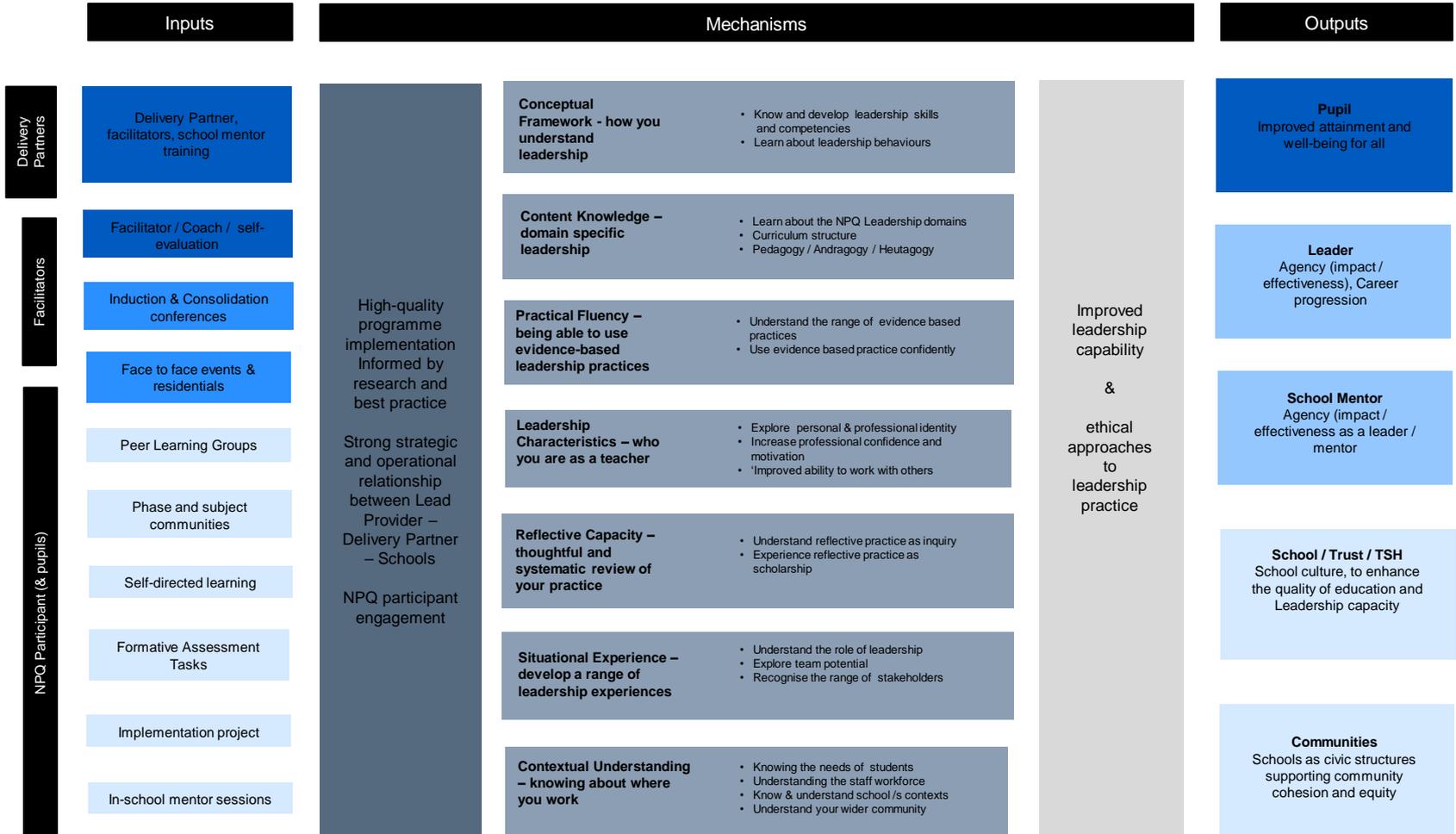
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NPQH – Implementation Project

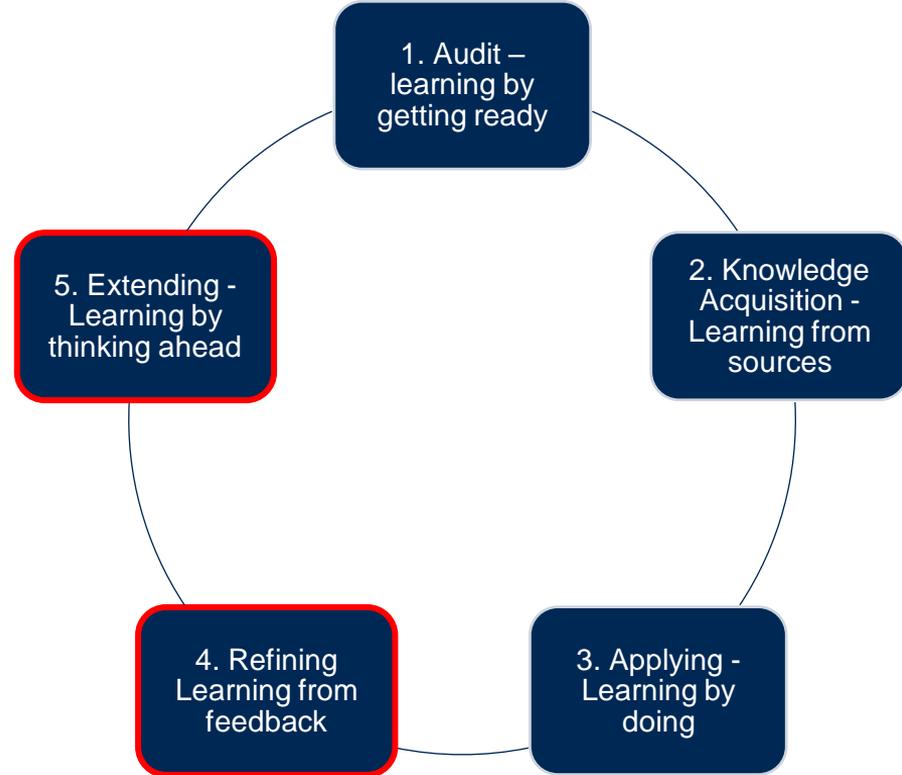
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The application process for the new NPQs

DfE Stages	Explore	Register	Apply	Begin
Where	UCL Institute of Education Platform Delivery Partner Platforms	DfE NPQ Registration Service	UCL Institute of Education Application Form	Delivery Partner
Processes	<p>Step 1 is for a prospective applicant to</p> <p>a) establish what their chosen NPQ involves and whether it is suitable for them and</p> <p>b) check that UCL Institute of Education has a Delivery Partner accessible to them.</p>	<p>Step 2 is for the applicant to register with the DfE and choose UCL Institute of Education as their Lead Provider.</p> <p>The DfE platform will check the applicant's TRN and, through their school postcode, their eligibility for a scholarship</p> <p>The DfE will then pass on the applicant's details to UCL Institute of Education.</p>	<p>Step 3 is for the data of registered applicants to be sent to UCL Institute of Education. This data will include information about eligibility for scholarships.</p> <p>UCL Institute of Education will then send the applicant a link to the UCL application form.</p>	<p>Step 4 is for UCL Institute of Education to transfer participant information to the relevant Delivery Partner.</p> <p>The Delivery Partner will then communicate directly with participants in preparation for programme starts in November 2021.</p>



Understanding and Developing People

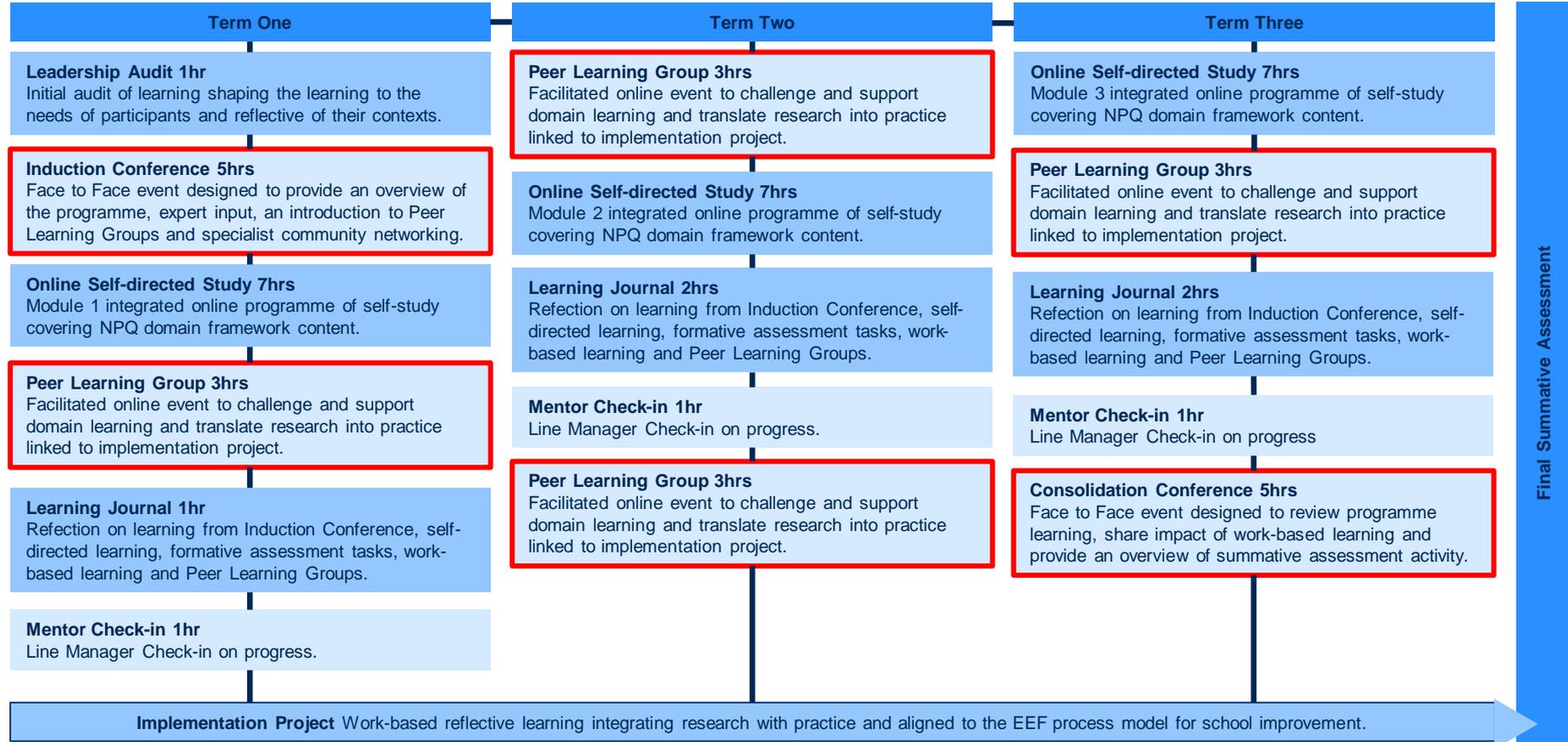


J Bruner 1960

Specialist NPQ Programme Route Map

Self-directed Study

Facilitated Activity



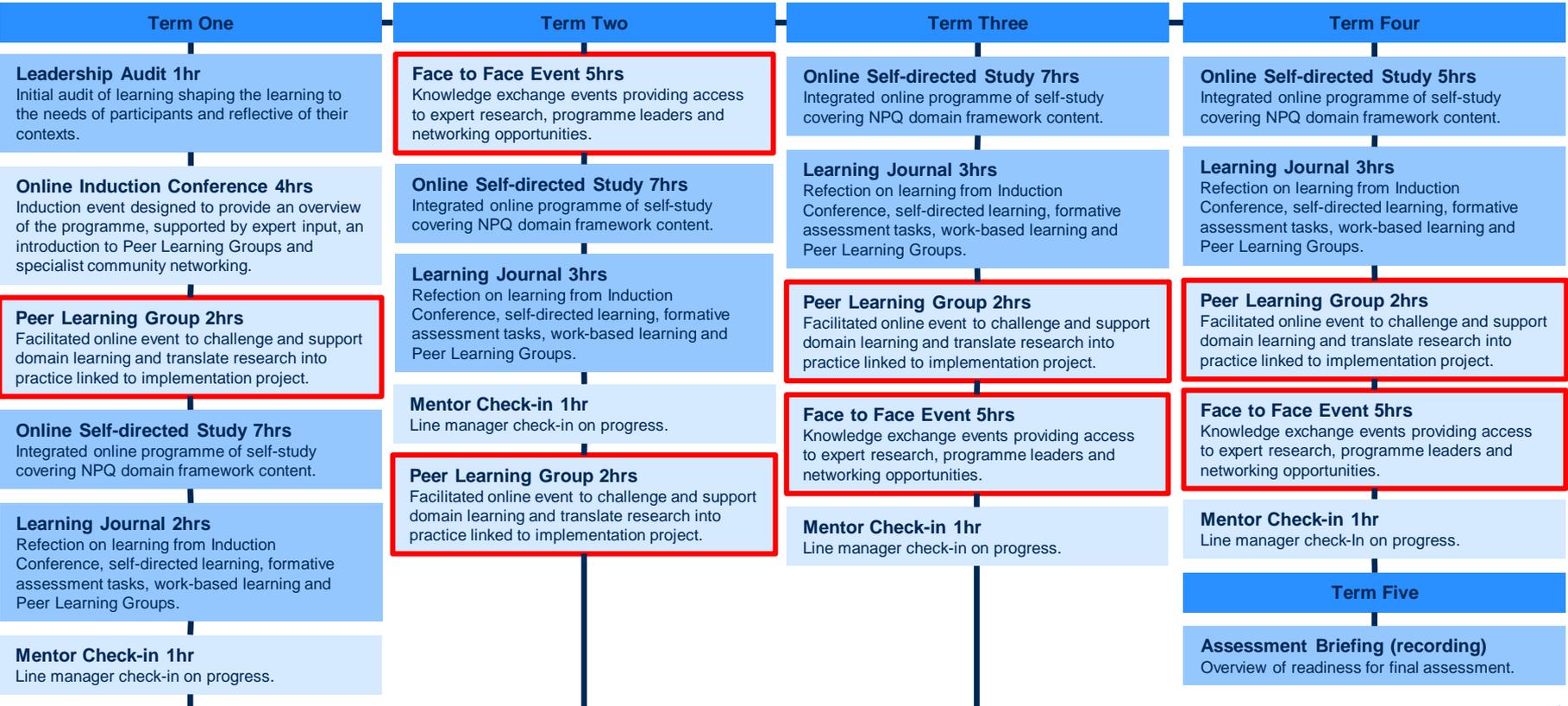
Final Summative Assessment

NPQSL/NPQH Programme Route Map

Self-directed Study

Facilitated Activity

Final Summative Assessment



Implementation Project Work-based reflective learning integrating research with practice and aligned to the EEF process model for school improvement.

Line managers

There will be a webinar on October 12th for Line Managers so that they are aware of their role in the new NPQs. Line managers for NPQML are the senior leader who is your line manager in school. For NPQSL your line manager should be a deputy Head. For Headteachers the school SIP.

We will hold termly clinics to answer questions from line managers.

Carl Rogers *“we cannot teach another person, we can only facilitate her/ his learning”* (in Knowles, 1998, p.46)

Key dates for your diary:

PARTICIPANTS

Applications: open now, closing date October 4th

Programme start: early November with induction conferences and completion of Audits.

LINE MANAGERS- to be identified on the application form

To attend Webinar on October 12th

NPQ CLUSTERS

Clusters formed and facilitators allocated after closing date of 4th October

Participants notified of their NPQ Cluster week of 11th October
Cluster facilitators contact participants with session dates and time week of 18th October

Please note that exact dates, times , venues will be set by the cluster facilitators. These are the delivery windows within which each NPQ event must take place.

Event NPQML	Window	Confirmed Date	Note
Induction Conference	01/11/21 – 12/11/21	TBC	Induction events will be set by UCL
Virtual Peer Learning Group 1 session (part a) (part b)	13/11/21 – 14/01/22		Dates to be set by Delivery Partners, in conjunction with assigned facilitators, (Can be run as x1 3 hour session with a break or x2 1.5 hour twilights)
Virtual Peer Learning Group 2 session (part a) (part b)	25/04/22- 06/05/22		Dates to be set by Delivery Partners in conjunction with assigned facilitators,, (Can be run as x1 3 hour session with a break or x2 1.5 hour twilights)
Virtual Peer Learning Group 3 session (part a) (part b)	20/06/22 – 01/07/22		Dates to be set by Delivery Partners in conjunction with assigned facilitators,, (Can be run as x1 3 hour session with a break or x2 1.5 hour twilights)
Virtual Peer Learning Group 4 session (part a) (part b)	12/09/22 – 23/09/22		Dates to be set by Delivery Partners, in conjunction with assigned facilitators, (Can be run as x1 3 hour session with a break or x2 1.5 hour twilights)
Consolidation Conference	10/10/22 – 21/10/22	TBC	Consolidation events will be set by UCL

Event NPQSL/H	Window	Confirmed Date	Notes
Induction Webinar	15/11/21 – 19/11/21	TBC by UCL	Induction webinar will be set by UCL
Virtual Peer Learning Group 1	29/11/21 – 10/12/21		Date to be set by Delivery Partners x2 hours. in conjunction with assigned facilitators,
F2F 1	10/01/22 – 28/01/22		Date to, be set by Delivery Partners x2 hours, in conjunction with assigned facilitators,
Virtual Peer Learning Group 2	19/04/22 – 29/04/22		Date to be set by Delivery Partners x2 hours in conjunction with assigned facilitators,
F2F 2	06/06/22 - 01/07/22		Date to be set by Delivery Partners x2 hours in conjunction with assigned facilitators,
Virtual Peer Learning Group 3	12/09/22 - 23/09/22		Date to be set by Delivery Partners x2 hours in conjunction with assigned facilitators,
F2F 3	07/11/22 - 25/11/22		Date to be set by Delivery Partners x2 hours
Virtual Peer Learning Group 4	16/01/23-27/01/23		Date to be set by Delivery Partners x2 hours in conjunction with assigned facilitators,