



School Leadership Prospectus

2010/2011



Regional Training Unit

Providing quality, excellence and improvement
in the education service



Leadership Development Framework Category	Programme	Status	Availability	Starting	Phase	Principal	Middle Senior Leaders	Teachers	Others
Emergent Middle Leadership	Steps to Early Leadership Practice	NEW	Yes	Nov 2010	A1		✓		
	Senior Leadership Pathways	NEW	Yes	Nov 2010	A1		✓		
	Specialist Schools Coordinators	Existing	Yes	Oct 2010	Post Primary Special		✓		
	Enrichment Framework Coordinators	NEW	Yes	Oct 2010	Post Primary Special		✓		
	First Time Vice Principals	Existing	Yes	Oct 2010	A1		✓		
Apprent	PQH(NI)	Existing	Yes	Oct 2010	A1		✓		
	Ee A Head	NEW	Yes	Nov 2010	A1		✓		
Early Headship	1 st Time Principals	Existing	Yes	Sep 2010	A1		✓		
	PQSH	Existing	CLOSED	Sep 2010	A1		✓		
Experienced Leadership	Leading for School Improvement	NEW	Yes	Oct 2010	A1		✓		
	Special Needs School Annual Conference	Existing	Yes	May 2011	Special		✓		
	Experienced VPs Programme	Existing	Yes	Oct 2010	A1		✓		
	School Leader as Coach - Introductory	NEW	Yes	Nov 2010	A1		✓		
Consultant Leader	Promoting Effective Industrial Relations in Schools	UNDER REVIEW	CLOSED	TBC	A1		✓	✓	
	Building Leadership Capacity	NEW	Yes	Oct 2010	A1		✓		✓
	Consultant Leader	Existing	Yes	Dec 2010	A1		✓		
	FXSD External Advisers Ke Accreditation	Existing	CLOSED	Jan 2011	N/A		✓		
Organisational Development	IIP - Towards a Learning School	Existing	Yes	Oct 2010	A1		✓		
	EFQM - From Self Evaluation to Excellence	Existing	Yes	Oct 2010	A1		✓		
	NTA - National Training Awards	Existing	Yes	Jan 2011	A1		✓		
Senior Leadership Team Development	Primary	Existing	Yes	Oct 2010	Nursery/Primary		✓		
	Post Primary	Existing	Yes	Oct 2010	Post Primary Special		✓		
	Small School Clusters	Existing	Yes	Oct 2010	Nursery/Primary		✓		
Research & Development, International Leadership Learning and Summer School	International Leadership Learning & Development	Existing	Yes	TBC	A1		✓		
	Summer School (2011)	Existing	Yes	Mar 2011	A1		✓	✓	✓
Strategic Leadership Issues	Management Issues Conferences	Existing	Yes	Oct 2010	A1		✓		
	On-Line Teacher Education Programmes (OLTE)	Existing	CLOSED	Jan 2010	Post Primary Special		✓	✓	
	Enrichment Framework - Collaborative Leadership	NEW	Yes	Oct 2010	Post Primary Special		✓		
	Strategic Leadership ICT	NEW	Yes	Nov 2010	A1		✓		

EMERGENT & MIDDLE LEADERSHIP PROGRAMMES

Emergent/middle leaders – teachers who are beginning to take on leadership and management responsibilities including heads of department/key stage coordinators/whole school issue coordinators/curriculum managers, first time vice principals, and those considering senior leadership positions in the longer term.

Steps to Early Leadership Development (NEW)
Senior Leadership Pathways (NEW)
Specialist Schools Coordinators Programme
Entitlement Framework Coordinators Programme
First Time Vice Principals Programme

Emergent and Middle Leadership

STEPS TO EARLY LEADERSHIP DEVELOPMENT (NEW)

Overview

The programme is designed for teachers who have leadership and management responsibilities within their school – key stage coordinators, subject coordinators, pastoral care coordinators, SENCOs, etc.

The programme, focusing on school improvement, will be underpinned by a framework of leadership and management standards. It will include a leadership diagnostic which will enable participants to create a personalised leadership learning journey and it will incorporate school based activities. The programme will be practical, challenging and will assist participants to develop leadership and management capabilities required by highly effective middle leaders.

Learning Outcomes

By the end of the programme participants will:

- have a deeper knowledge and understanding of their responsibilities and roles as middle leaders within their school and be aware of the complex challenges facing school leaders today;
- be aware of the strategic priorities within their own school and how their middle leadership practice contributes to sustainable school improvement;
- have developed the knowledge and skills to support and challenge staff to improve learning and teaching within the school;
- have led an improvement activity related to their role within the school;
- have considered the impact of ICT in supporting learning and teaching throughout the whole school;
- have considered the next steps into senior leadership posts;
- have developed a range of strategies to manage people and lead teams; and
- have increased their personal confidence in effective communication and coaching.

Programme Features

The programme is designed to be practical, challenging, up-to-date and flexible to meet the needs of middle leaders. It includes:

- a self assessment diagnostic to identify leadership and management strengths and areas for development;
- on-line leadership and management materials;
- an induction day;
- four twilight seminars;
- the development of leadership skills through school based improvement activity;
- a leadership e-portfolio journal; and
- a peer network to share best practice.

Eligibility

Participants will be those who have stepped into a leadership role such as key stage coordinators; subject coordinators, pastoral care coordinators; SENCOs; etc. It is likely that middle leadership development was identified by the participant as an objective as part of their annual PRSD. Their involvement on the programme must be agreed by the school principal.

Contact

Nichola

Lynagh

(nlynagh@rtuni.org)

Emergent and Middle Leadership

SENIOR LEADERSHIP PATHWAYS

Overview

This programme, underpinned by the National Standards for School Leaders, is intended for senior leaders with significant whole-school experience. The programme focuses on raising school standards through implementing effective leadership developments and significant school improvement activities. The programme will also assist those senior leaders thinking of applying for PQH(NI) by identifying specific strengths and areas of knowledge or skills requiring further development and structuring the programme to build on these needs.

Learning Outcomes

By the end of the programme candidates will:

- be familiar with both the National Standards for Head Teachers and National Standards for Subject leaders;
- have planned, implemented and reviewed a piece of school improvement work;
- have completed a career development profile highlighting their strengths and areas for development in the key areas of school leadership;
- have had the opportunity to take part in a peer learning process with fellow candidates;
- have experience of e-learning techniques using a Virtual Learning Environment (VLE); and
- complete and populate an e-portfolio as part of the course.

Programme Features

This will be primarily a self-learning programme grounded in practicality. Participants will be expected to initiate and implement their own development in line with the key areas of school leadership identified in the draft National Standards for School Leaders. There will be a substantial e-learning element to the programme with participants using online resources and related activities to enhance their knowledge and skill of school leadership. This will be supplemented with a number of twilight seminars, largely activity-based, in order to further develop the skills of leadership. The majority of the participant's leadership development work will be school based.

Eligibility

Participants will have had considerable experience of leading school improvement and will be looking to move up the leadership ladder possibly towards planning for headship. They will have demonstrated through an application process that they show potential for Senior Leadership. It is likely that senior leadership development was identified by the participant as an objective as part of their annual PRSD. Their involvement in this programme must be agreed by the school principal.

Contact

John Reid (jreid@rtuni.org)

Emergent and Middle Leadership

SPECIALIST SCHOOLS COORDINATORS PROGRAMME

Overview

The Specialist School pilot programme has been operating for five years and is due to conclude at the end of August 2011. RTU have been supporting those who have been appointed as coordinators during that period. The main focus of the support is based on the maxim 'by schools for schools'. Our task is to ensure that coordinators gain confidence in their own ability to support each other and to support staff within their own schools.

Learning Outcomes

The programme enables all those attending to:

- share with fellow coordinators successful practice in school;
- consider the challenges of implementing the specialist programme in their school;
- share good practice especially in the areas of school improvement, self-evaluation and any other relevant initiative; and
- consider how the good practice evident in specialist schools is maintained after the programme has concluded in August 2011.

Programme Features

This programme will be delivered over the academic year 2010-2011 in four separate day conferences. The conferences will provide participants with the opportunity to learn from each other in an interactive style.

Eligibility

Applications are preferred from specialist school coordinators not previously involved in this programme. All applications must be approved by the school principal.

Contact

Stewart Polley (spolley@rtuni.org)

Emergent and Middle Leadership

ENTITLEMENT FRAMEWORK COORDINATOR'S PROGRAMME

Overview

Area Learning Community Coordinators assist in the full implementation of the Entitlement Framework developments in their respective schools and across the established partnership arrangements. This programme provides coordinators with the knowledge and skills to lead and manage the implementation of the Entitlement Framework. It will also give coordinators the opportunity to create and develop effective networks across the ALC.

Learning Outcomes

The programme enables all those attending to:

- deepen their understanding of the characteristics of collaborative leadership;
- reflect on collaborative leadership practice and plan actions to strengthen it;
- share experiences and develop a network of contacts with others involved in leading collaboration; and
- develop a greater understanding of the challenges of leadership in an environment where collaboration has been established.

Programme Features

This programme will be delivered over the academic year 2010-2011 in a series of workshops organised around the headings listed above. The workshops will provide participants the opportunity to learn from each other and will allow them to develop solutions to local challenges.

Structure

3 day programme (single days)

Eligibility

Applications are preferred from Entitlement Framework school coordinators. All applications must be approved by the school principal.

Contact

Stewart Polley (spolley@rtuni.org)

Emergent and Middle Leadership

FIRST TIME VICE PRINCIPAL'S PROGRAMME (PRIMARY)

FIRST TIME VICE PRINCIPAL'S PROGRAMME (POST PRIMARY/SPECIAL)

Overview

This programme, for those who have recently taken up post as vice-principals, provides opportunities for them to share experiences, insights and opinions and to add to their professional knowledge, understanding and skills as school leaders.

The central focus is on the leadership role of the vice-principal and the overarching aim is to help participants contribute to the effectiveness of their schools in meeting the needs of their pupils and in serving their communities.

Learning Outcomes

By the end of the programme new vice principals will:

- have gained a greater recognition of having a clear vision and values to underpin how they lead;
- have a deeper knowledge and understanding of their responsibilities and roles as school leaders and of the challenges facing vice principals today;
- have explored what constitutes quality in learning and teaching, the characteristics of effective schools and managing key aspects of the school improvement process;
- have recognised the need for them as individuals to continue with their own professional development; and
- have established strong peer learning and support networks with other vice principals.

Programme Features

This programme is delivered during the vice-principals first year in the post. The programme and schedule within each of the conferences will be co-constructed between the programme facilitators and the cohort of vice principals. This will ensure that the key issues affecting their effectiveness as a senior school leader are incorporated into their development. The emphasis throughout will be on the leadership role of the vice principal. The programme will be delivered through a blended approach of single day and residential provision. Participants will be encouraged to establish peer learning sets and to share practice with others in their group, including intra-school visits.

Eligibility

First Time Vice Principals are nominated through the ELB CASS service and CCMS Education Officers. RTU will contact those nominated by end of September 2010.

Contact

Primary	John Clarence (jclarence@rtuni.org)
Post Primary/Special	Jack Clyde (jclyde@rtuni.org)

ASPIRING LEADERSHIP PROGRAMMES

Aspirant Leaders – teachers with sufficient leadership practice and management experience to aspire to headship in the next few years.

Professional Qualification for Headship (Northern Ireland) – PQH(NI)
Be a Head

Aspiring Leadership

PROFESSIONAL QUALIFICATION FOR HEADSHIP (NORTHERN IRELAND) – PQH(NI)

Overview

PQH (NI) is an accredited course for those aspiring to headship which is recognised as being equivalent to NPQH in England, Wales and the Scottish Head's Qualification.

The qualification has been redesigned to reflect the changing role of headship and of school leadership. PQH(NI) prepares aspiring headteachers for 21st century strategic leadership and management challenges. Additional information may be found in the PQH(NI) area of the RTU website (www.rtuni.com/pqh)

NPQH materials have been contextualised by teams of professionals for use in Northern Ireland. The programme is founded on the National Standards for Headteachers. Through personalised provision designed to meet the individual needs of each 'trainee headteacher', the programme will give you the confidence, skills and professional knowledge to deliver the best for pupils and all members of the school community in your first headship post.

Learning Outcomes

By the end of the programme 'trainee headteachers' will have:

- taken account of their professional development needs, prior learning and leadership achievements;
- improved and developed strategic leadership expertise;
- developed key management skills;
- built on existing strengths;
- worked in different educational settings; and
- developed the confidence and competence to take up a first headship to make a positive impact on their schools, the lives of children and their families.

Programme Features

The Development Stage of the programme is based on individual needs, focussing upon existing strengths that need to be maintained and areas for development that will build the qualities of effective leadership. This will build on the Key Areas of Headship.

- Personalised learning pathway
- Placement in another school context
- Access to leadership research and policy
- Blended learning approach
- Coaching for improvement
- Access to leadership materials
- Twilight seminars
- Engagement with on-line communities
- Link to 1st time principal developments
- Access to a professional tutor network

Completion of these elements will lead to the Graduation Stage interview. Success in this element will lead to the award of PQH(NI).

Award of the PQH(NI) qualification may allow for 60 credits towards post-graduate courses at universities in both Northern Ireland and the rest of the UK.

Eligibility

Qualified teachers, highly motivated to aspire to headship within 12-18 months from the date of PQH(NI) application. Further information is available on the RTU website.

Contact

David

Hamilton

(dhamilton@rtuni.org)

Aspiring Leadership

BE A HEAD

Overview

PQH(NI) has provided a rich programme of leadership development support to prospective future leaders, particularly those aspiring to headship.

This programme offers extensive enrichment for PQH(NI) graduates prior to 2007 not yet in headship who intend to aspire to that role within the next 1-2 years. The design of the programme will extend PQH(NI) knowledge and skills development, focus upon the management of change in a complex and dynamic schooling system, build upon current leadership experiences and prepare participants for future leadership roles.

Learning Outcomes

- improve and develop further your strategic leadership expertise;
- inspire you to leadership by learning from those in the job;
- reviewing your readiness;
- self-evaluating your expertise in the key areas of leadership;
- addressing your interpersonal skills;
- planning for your development needs.

Programme Features

- 3 day programme;
- access to leadership research and policy;
- access to a range of leadership materials;
- peer learning networks;
- co-coaching to plan for your development needs.

Eligibility

Applications are preferred from PQH(NI) graduates prior to 2007 not yet in headship who intend to aspire to that role within 1-2 years. Entry to the programme will be through a formal application process and all applications must be approved by the school principal.

Contact

David Hamilton (dhamilton@rtuni.org)

EARLY HEADSHIP PROGRAMMES

School principals recently appointed to their first headship position will have access to relevant and high quality early headship development programmes.

**First Time Principals
PQSH (Professional Qualification for Serving Headteachers)**

Early Headship Programmes

FIRST TIME PRINCIPALS – NURSERY/PRIMARY/SPECIAL FIRST TIME PRINCIPALS - POST PRIMARY/SPECIAL

Overview

This programme is designed for those recently appointed to their first principal position. It will assist participants to extend and improve their professional knowledge and understanding of school leadership and their skills as leaders. It will address the challenge of providing effective leadership of learning in the context of sustaining the impetus for change envisaged in current educational reform developments.

This programme will build upon previous leadership professional development activities including PQH(NI).

Learning Outcomes

By the end of the programme new principals will:

- have a deeper knowledge and understanding of their responsibilities and roles as school leaders and of the challenges facing school leaders today;
- understand the importance of responsive and strategic leadership;
- develop their professional knowledge, skills and personal qualities to become effective school leaders;
- have identified, practised and developed a range of personal and inter-personal skills associated with effective leadership;
- feel more confident in themselves as school leaders and better equipped to respond to the challenges of their role; and
- shared their practice, knowledge and learning with other new principals.

Programme Features

- programme will support new principals for the first three years of their headship;
- designed to incorporate regional and local support arrangements;
- a series of one day development events focussing upon key areas of headship;
- a residential event in year 1 and year 2;
- an emphasis on management issues, particularly in year 1;
- tailored on-line courses (under development);
- mentoring/coaching support (under review);
- an emphasis on networking and sharing practice throughout all stages of the programme.

Eligibility

First Time Principals are nominated through the ELB CASS service and CCMS Education Officers. RTU will contact those nominated shortly after their appointment is confirmed.

Contact

Nursery/Primary

John Clarence (jclarence@rtuni.org)

Post Primary / Special

Jack Clyde (jclyde@rtuni.org)

Early Headship Programmes

PQSH (PROFESSIONAL QUALIFICATION FOR SERVING HEADTEACHERS)

Overview

PQH(NI) has a recognised value in the education system in Northern Ireland and beyond. With the development of school based assessment and a growing interest in PQH(NI) by newly appointed headteachers who do not presently have the qualification, RTU offers recently appointed principals the opportunity to acquire this qualification.

Learning Outcomes

By the end of the programme new principals will:

- have enhanced their professional knowledge and understanding of school leadership as it affects their role as principal within their school;
- have worked on current school improvements projects in their own school;
- have acquired the professional knowledge and skills to continue leading and managing their school;
- have established and built useful networks of peer support; and
- be able to better fulfil their current role of school principal

Programme Features

The programme is structured to be responsive to the needs of the participant and builds upon existing leadership practice and professional knowledge. The programme includes:

- an induction seminar (½ day);
- a development agreement visit to identify school improvement activity to be taken forward during the programme (½ day);
- blended learning environments;
- school based assessment seminar (½ day);
- school based assessment (1 day);
- final Stage Residential (2 days);
- final Skills Assessment (1 day).

Eligibility

Any recently appointed headteacher in a grant aided school and not yet a graduate of, or participant in, PQH(NI). It is likely that the headteacher has completed the induction process for the first time principals including RTU and ELB's support. Further information is available on the RTU website.

Contact

Jack Clyde (jclyde@rtuni.org)

EXPERIENCED LEADERSHIP PROGRAMMES

Experienced leaders, beyond their induction phase, looking to develop their personal professional qualities, skills and expertise and/or the capacity of their organisations (through such programmes as 'Investors in People' and 'EFQM')

Leading for School Improvement (NEW)
Special Schools Annual Conferences
Experienced Vice Principals' Programme
School Leader as Coach – Introductory Programme (NEW)
Promoting Effective Industrial Relations in Schools

Experienced Leadership Programmes

LEADING FOR SCHOOL IMPROVEMENT (NEW)

Overview

This programme is intended for the principal and/or a senior leader who is responsible for improving quality and raising standards within their school. The programme will assist the school leader to undertake a comprehensive self-evaluation of the school's performance, identify strengths and areas of development. The programme is designed to be contextually relevant to the needs of the school and will be tailored to individual needs. It will be practical and incorporate school based activities.

Learning Outcomes

- be able to undertake a comprehensive and detailed audit of school performance using school based data to determine how good the school is;
- identified key performance targets to focus upon in order to improve achievement and well being for all children in the school;
- have developed their leadership skills to support sustainable school improvement;
- have developed skills in writing challenging and 'regenerative' school improvement targets at whole school level and at other critical levels within the school;
- have developed skills in writing SMART targets;
- identify effective strategies to achieve the school improvement targets;
- be able to assign and or redeploy available resources against the strategies to achieve the targets; and
- consider effective approaches to monitor, evaluate and review school improvement targets.

Programme Features

- 3 day programme;
- presentations and activity based workshops;
- practical workbooks that can also be used within the school;
- work-based activity to build upon key learning from each conference day;
- peer networking opportunities;
- programme consistent with DE and ETI policy developments including ESAGS and Together Towards Improvement (revised version).

Eligibility

Applications are preferred from school principals or a senior leader who is responsible for improving quality and raising standards focussing on school improvement as a key priority.

Contact

John Reid (jreid@rtuni.org)

SPECIAL SCHOOLS PRINCIPALS ANNUAL CONFERENCE

SEPCIAL SCHOOLS VICE PRINCIPALS ANNUAL CONFERENCE

Overview

This is a regional programme which provides the opportunity for Principals/Vice Principals of all Special Schools to come together. They will consider issues of particular relevance to this sector, share good practice and plan for the future. Senior leaders will enhance their skills and knowledge to lead their organisations more effectively. Speakers from different disciplines contribute to the programme. Feedback from these programmes assist with DE and ETI policy making.

Learning Outcomes

By end of the programme participants

- updated knowledge and understanding of key education reform developments and initiatives that affect leadership and management in Special Schools;
- considered implications of DE and ETI policy for sustainable school improvement in Special Schools;
- discussed with Education policy makers key issues that affect the success of Special Schools in N.I.;
- accessed best practice workshops to inform critical thinking about next practice in their own school.

Programme Features

Residential conference involving keynote speakers, workshop presentations and networking opportunities

Eligibility

Conference 1: Principals in Special Schools

Conference 2: Vice Principals in Special Schools

Contact

Imelda McDaid (imcdaid@rtuni.org)

Experienced Leadership Programmes

EXPERIENCED VICE PRINCIPALS' PROGRAMME (PRIMARY)

EXPERIENCED VICE PRINCIPALS' PROGRAMME (POST PRIMARY/SPECIAL)

Overview

This programme is for vice-principals who have at least three years experience in post. It is designed to enable them to meet and learn from each other, reflect on their experience of school leadership in particular, and to add to their existing professional knowledge, understanding and skills. The fundamental aim is to help experienced vice-principals to become more effective in their leadership role.

Learning Outcomes

- participants will develop a deeper understanding of school improvement through an examination of DE Policy including 'Every School A Good School' and the use of school improvement strategies based on 'what Makes A Good School Now?' by Tin Brighthouse and David Woods. 2008;
- participants will reflect on their leadership competence and consider how they might seek to become more effective school leaders; and
- participants will support other participants in the role of 'critical friend'.

Programme Features

- pre -conference professional reading;
- 3 one day conferences
- optional visits to other schools;
- access to E-Learning Environment to support leadership learning and leadership practice.

Eligibility

Vice principals who have at least 3 years experience in post.

Contact

Primary John Clarence (jclarence@rtuni.org)

Post Primary/Special Jack

Clyde(jclyde@rtuni.org)

Experienced Leadership Programmes

SCHOOL LEADER AS COACH – INTRODUCTORY PROGRAMME (NEW)

Overview

Coaching is seen as one of the most effective methods of helping staff to maximise their overall performance. As a method of developing people, coaching is being increasingly adopted across the education sector. This course will help provide the school leader with the confidence to adopt a 'coaching leadership style' and improve their skills to be able to conduct a coaching session. There will be a maximum number of twenty participants per cohort.

Learning Outcomes

By the end of the programme participants will:

- understand the coaching process;
- be able to identify, describe and apply tools and techniques used in coaching practice;
- be able to examine and recognize the need to develop relationships to support coaching practice; and
- be able to explain the impact of coaching on individuals and the whole school.
- a participative, practical course that is geared to develop and increase their skills and confidence in a supportive environment;
- recognising the opportunities for coaching in the school context and applying the key skills involved in the process.

Programme Features

This is a highly practical and participative course with the emphasis on giving delegates the opportunity, in a safe environment, to practise the skills of coaching. To that end the course will blend input and practice over the two days and work in one-to-one, triads and small groups. Our aim is to demonstrate how to confidently undertake a coaching session in an adult learning context. This will be achieved through delegates exploring and engaging with fellow delegates in an interactive and experiential two days with live issues.

Eligibility

Applications are preferred from school principals.

Contact

Michael Kealey (mkealey@rtuni.org)

Experienced Leadership Programmes

PROMOTING EFFECTIVE INDUSTRIAL RELATIONS IN SCHOOLS (PEIRS) (PROGRAMME PRESENTLY UNDER REVIEW)

Overview

The Employing Authorities, the Northern Ireland Professional Associations (INTO, UTU, NASUWT, NAHT and ATL) and the Labour Relations Agency (LRA) have been working closely with RTU to co-construct and co-deliver a professional development programme designed specifically for promoting and improving effective working relations in schools. This programme, unique in professional development programming, recognises that a harmonious working environment is vital to the successful operation of a school as it enables all those working in it to respond effectively to the range of complex challenges they face. By doing so it gives schools the best possible chance of delivering a high quality education to all pupils.

Learning Outcomes

- better working relations generally at all levels within the school leading to an improved working environment and greater job satisfaction;
- consistent application of policies and procedures which clearly define roles and responsibilities;
- constructive and positive consultation on matters that affect the work of the school;
- enhanced understanding of school leadership, teacher union representation and the wider employment and union support structures that exist in Northern Ireland;
- effective and early problem solving;
- early identification of the factors that contribute to employee stress.

Programme Features

The programme is intended for Principals and Teacher Union Representatives. Delivery of the programme will be over four days (to include one residential) during which a framework for schools will be explored and knowledge and skills which contribute to the quality of working relations will be developed. This is a pilot programme in which schools will be invited to express an interest and a number of schools to represent a range of sectors and phases will be selected to take part. The programme is co-delivered with senior officers in Teacher Trade Unions in N.I.

Eligibility

PROGRAMME PRESENTLY UNDER REVIEW

School Principal with identified trade union representative(s)(with maximum of 2 unions represented).

CROSS PHASE

Contact

Nichola Lynagh (nlynagh@rtuni.org)

CONSULTANT LEADERSHIP PROGRAMMES

Experienced heads capable of leading the development of leaders at the emergent and aspirant phases and as school leaders who can contribute to improving other leaders in schools considered as being in challenging circumstances.

**Building Leadership Capacity
Consultant Leaders Programme
External Advisers (PRSD) Re-Accreditation Programme**

Consultant Leadership Programmes

BUILDING LEADERSHIP CAPACITY

Overview

This programme provides training for principals to develop middle leaders in their school. Principals are invited to nominate a coach/coaches who will lead the building of leadership capacity with staff. The leadership coaches will be provided with the resources/training frameworks which they can customise to their own needs. It is envisaged that this will be a self generating programme.

Learning Outcomes

Schools involved will improve in that they will have more effective leadership and enhanced coaching expertise. They will:

- have developed the capability of the Middle Leaders to the benefit of pupils, teachers, school leadership and the school organisation itself;
- have supported the professional development of the leadership coaches who, in turn, can work to encourage their colleagues' efforts;
- have helped shape and evaluate a self generating programme for Middle Leaders which they can then implement in future years; and
- have addressed aspects of the internal conditions which can inhibit professional development.

Programme Features

- self generating programme of six modules of blended theory and practice;
- active support of leadership coach to middle leaders;
- real time leadership development activity.

Eligibility

Applications are preferred from school principals.

Contact

Imelda McDaid (imcdaid@rtuni.org)

Consultant Leadership Programmes

CONSULTANT LEADERS PROGRAMME (UNDER DEVELOPMENT)

Overview

“Every School a Good School” highlights the significance of leadership development and the need to critically review practices in relation to them. Best global practice in leadership development advertises the benefits of leaders learning from each other.

This programme is aimed at experienced principals and other educational leaders who can contribute to the improvement of education quality and raising standards in other schools by mentoring and coaching.

Learning Outcomes

UNDER DEVELOPMENT

Programme Features

UNDER DEVELOPMENT

Eligibility

Contact

Consultant Leadership Programmes

EXTERNAL ADVISERS (PRSD) RE-ACCREDITATION PROGRAMME

Overview

The purpose of the training day is to maintain the PRSD External Advisers' accredited status and to update them on the skills required to assist the review of the previous year's performance of the school principal.

Learning Outcomes

By the end of the programme participants will:

- have updated their knowledge and skills relevant to the role of PRSD External Adviser;
- shared aspects of good practice with other PRSD External Advisers;
- aware of the current educational reform developments impacting upon the leadership and management of schools;
- aware of CPD opportunities for leadership development.

Programme Features

This is a repeated one day conference involving invited speakers, employing authority officers and RTU staff working with external advisers towards re-accreditation. It will involve group workshops and whole group consultation and collaboration on approaches to assist Board of Governor Reviewers to make judgement on Principal performance and to set PRSD targets for the following year.

Eligibility

PRSD External Advisers (Closed to PRSD External Advisers)

Contact

Ken McCaughey (kmccaughey@rtuni.org)

ORGANISATIONAL DEVELOPMENT PROGRAMMES

Focused organisational development programmes that assist schools achieve benchmark status in Investors in People, European Foundation Quality Mark and National Training Awards. Building upon the school's leaders' belief that the ultimate aim of all leadership development is to improve the school's capacity to raise standards

**Towards a Learning School – Investors in People (IIP)
From Self Evaluation to Excellence - EFQM
National Training Awards – (NTA)**

Organisational Development Programmes

TOWARDS A LEARNING SCHOOL – INVESTORS IN PEOPLE (IIP)

Overview

This programme offers support to any school that wishes to apply for Investors in People (IIP) status. The programme is directed towards the principal and another senior member of staff. It is aimed at developing the school as a learning organisation with the capability to achieve and maintain IIP status. The programme provides a framework to support sustainable school improvement, to enable senior leaders to manage change more effectively and become more self-reflective.

Learning Outcomes

- leads to external recognition;
- enables a school to become more self-reflective;
- helps manage the change process;
- increased efficiency in the use of staff development resources;
- holistic approach to planning to raise pupil achievement;
- greater sense of ownership of the direction of the school.

Programme Features

- providing a self evaluative framework based on National Standards;
- directed at principal and another senior member of staff;
- customised resource materials to facilitate leading/managing the school;
- tutorial support in school.

Eligibility

Schools considering IIP as a framework to support sustainable school improvement and improving the quality of leadership and management throughout the whole school.

The Programme requires the school principal and a nominated member of staff to attend all sessions

Contact

Imelda McDaid (imcdaid@rtuni.org)

Organisational Development Programmes

FROM SELF EVALUATION TO EXCELLENCE – (EFQM)

Overview

This programme adapts the European Foundation Quality Mark (EFQM) award process for use in schools with the overall aim of developing the school's capacity to apply a self-evaluative approach to school improvement. The programme is directed towards the principal and another senior member of staff. The programme is designed to develop the skills of senior leaders to use self-evaluative methodologies to review their school. It aims to assist senior leaders to develop a culture of critical reflection and self-evaluation. At the end of the programme schools will have the option of applying for the EFQM award but this is not a compulsory element as the process is considered to have its own intrinsic value.

Learning Outcomes

- the development of the school as a self-evaluating organisation;
- the promotion of individual professional development of school leaders.

Programme Features

- a practical programme developing skills of participants by engaging in a real project linked to school development plan;
- a self generating programme which can lead to the enhancement of skills of other members of staff;
- a customised programme designed specifically for schools;
- practical resources.

Eligibility

Schools focussing upon a framework for school self-evaluation and school improvement. The programme requires the school principal and a nominated member of staff to attend all sessions

Contact

Imelda McDaid (imcdaid@rtuni.org)

Organisational Development Programmes

NATIONAL TRAINING AWARDS – (NTA)

Overview

The National Training Awards (NTA) identifies and celebrates organisations and individuals that have achieved outstanding outcomes and success through investment in training. The entrants are from all sectors across the province and provide the opportunity to have your training judged against the best in Northern Ireland. Winning a NTA brings with it a real sense of pride and kudos which may include training at a whole school level. You would be required to complete an entry form. The closing date for applications is expected to be March 2011.

Learning Outcomes

Programme Features

Eligibility

Contact

Imelda McDaid (imcdaid@rtuni.org)

LEADERSHIP TEAM DEVELOPMENT

For those heads and school leadership teams wishing a structured and practical pathway into shared leadership models and practices;

**Leadership Team Development Programme – Post Primary & Special
Leadership Team Developments - Nursery/Primary Schools
Teaching Heads Collaborative Cluster Groups**

Leadership Team Development

LEADERSHIP TEAM DEVELOPMENT PROGRAMME POST PRIMARY & SPECIAL

Overview

This is a programme designed to emphasise the importance of team leadership at the forefront of change management in our schools. It is designed for principals and those working with them in school leadership teams in Post Primary or Special Schools. The importance of collective leadership of learning has been further increased by the need for our schools to sustain the implementation of the NI Curriculum, the Entitlement Framework and ESAGS.

Learning Outcome

Participants will have:

- developed a clearer understanding of the key challenges facing their schools and the responses the leadership teams need to make to these challenges;
- become more aware not only of the importance of leadership and management but of the differences between them and the greater significance of leadership;
- reviewed their roles, responsibilities and overall effectiveness as individual school leaders and as members of leadership teams;
- devised and implemented a plan to ensure that their effectiveness as school leaders and as members of leadership teams is enhanced and extended and that steps are taken to develop leadership across their schools; and
- identified the further actions that need to be taken to continue the process of improvement.

Programme Features

It is anticipated that there will be gains for the individual, the team and the school as a whole. These will be facilitated by a structured programme that will involve preparation and planning before the residential, the residential experience itself and follow up implementation work post residential. A briefing day for the principals of all schools taking part in the programme will focus on leadership issues and on the planning process to optimise the use of the programme. Apart from exceptional circumstances all principals will be expected to attend the launch day. Each school will work with their link officer from the Education and Library Board who will act as a facilitator to the process and who will provide feedback on the dynamics of the team as it develops through engaging in the task.

Three day programme (including residential)

- 2 days (school team members); - 1 day (school principal only)

Eligibility

Preference will be given to those schools who have not attended a similar programme over the past three years. Teams in transition having experienced recent significant changes in membership or teams who have been advised by their employing authority that they would benefit from participation in this programme will be given priority in the case of over subscription.

Contact

Jack Clyde (jclyde@rtuni.org)

Leadership Team Development

LEADERSHIP TEAM DEVELOPMENT - PRIMARY SCHOOLS

Overview

This programme is designed to support newly formed leadership teams as they work through their own school improvement agenda. The programme will establish clarity about the purposes and processes of effective school teams and support them in targeting strategic issues for review and implementation.

Learning Outcomes

Participants will have:

- developed more effective ways of working collaboratively;
- a revised sense of core purpose; and
- allocated time to deal effectively with strategic and operational issues.

Programme Features

It is anticipated that there will be gains for the individual, the team and the school as a whole. These will be facilitated by a structured programme that will involve preparation and planning before the residential, the residential experience itself and follow up implementation. Each school will have the opportunity to work on their specific agenda through directed discussion and activity.

Responsibility
John C
Info on Web

Three day programme (including residential)

- 2 days (school team members); - 1 day (school principal only)

Eligibility

Preference will be given to those schools who have not attended a similar programme over the past two years. Teams in transition having experienced recent significant changes in membership or teams who have been advised by their employing authority that they would benefit from participation in this programme will be given priority in the case of over subscription.

Contact

John Clarence (jclarence@rtuni.org)

Leadership Team Development

TEACHING HEADS COLLABORATIVE CLUSTER GROUPS (NURSERY/PRIMARY SCHOOLS)

Overview

This programme has been designed in response to a request from teaching heads to explore collaborative work within existing cluster arrangements. RTU can support five cluster groups with their school improvement agenda re: teaching, learning and assessment.

Learning Outcomes

- curricular implementation within the cluster framework;
- a forum for the sharing of good practice.

Programme Features

A one-day conference constructed and facilitated for the teachers of participating schools.

Eligibility

Primary/Nursery Schools cluster groups. Preference will be given to those schools who have not attended a similar programme over the past 2 years

Contact

John Clarence (jclarence@rtuni.org)

Research, Development & International Leadership Learning Opportunities

International Leadership Development Opportunities

Research, Development & International Leadership Learning Opportunities

INTERNATIONAL LEADERSHIP DEVELOPMENT

Overview

RTU, working in partnership with the British Council and the EU, has established strong links with many international partners in the field of school leadership. These include links with the USA, Sweden and Finland.

Opportunities may emerge throughout the year which will give school leaders opportunities to participate in international visits and exchanges depending on available resources. These opportunities may also involve hosting international visitors interested in studying much of the best leadership, curriculum and learning and teaching practice in Northern Ireland.

Learning Outcomes

TO BE CONFIRMED

Programme Features

TO BE CONFIRMED

Eligibility

TO BE CONFIRMED

Contact

David Hamilton(dhamilton@rtuni.org)

STRATEGIC LEADERSHIP & MANAGEMENT ISSUES

For those heads and school leadership teams wishing a structured and practical pathway into shared leadership models and practices;

Online Learning and Teaching for Educators (OLTE)
Entitlement Framework – Leadership for Collaboration
Management Issues Conferences
Strategic Leadership – ICT (NEW)

Strategic Leadership & Management Issues

ONLINE LEARNING AND TEACHING FOR EDUCATORS

Overview

The Online Learning and Teaching for Educators Programme is an accredited programme available to schools in consultation with their EF Development Officer and the Department of Education.

The programme is designed to equip schools to take a strategic approach to the development of online learning. The three-unit course is very practical and gives participants every opportunity to gain experience of online pedagogy. It is teaching practice online.

Learning Outcomes

Programme Features

- Unit 1 (3 credits): Introduction to Online Tutor Skills.
- Unit 2 (3 credits): Design, implement and tutor an online learning experience.
- Unit 3 (9 credits): Design, implement and tutor an online programme.

Eligibility

Please note that applications for this programme may only be made by the school through their EF Development Officer

Contact

Geraldine Taggart (gtaggart@rtuni.org)

Eibhlin Tinneny (etinneny@rtuni.org)

Strategic Leadership & Management Issues

ENTITLEMENT FRAMEWORK – LEADERSHIP FOR COLLABORATION

Overview

This programme is designed for leaders of Area Learning Communities as they seek to deliver the Entitlement Framework by 2013. It is intended to be delivered in a series of four workshops designed to help ALCs understand the implications of Collaborative Leadership under the following headings:

- Creating Collaborative Advantage
- Leading in a Learning Community
- Building Collaborative Quality Assurance of Learning and Teaching
- Monitoring and Reviewing the Quality of Collaborative Practice

Learning Outcomes

The programme enables all those attending to:

- deepen their understanding of the characteristics of collaborative leadership;
- reflect on collaborative leadership practice and plan actions to strengthen it;
- share experiences and develop a network of contacts with others involved in leading collaboration; and
- develop a greater understanding of the challenges of leadership in an environment where collaboration has been established.

Programme Features

This programme will be delivered over the academic year 2010-2011 in a series of workshops organised around the headings listed above. The workshops will provide participants the opportunity to learn from each other and will allow them to develop solutions to local challenges.

Eligibility

Members of senior leadership teams in local area learning communities.

Contact

Stewart Polley (spolley@rtuni.org)

Strategic Leadership & Management Issues

MANAGEMENT ISSUES CONFERENCES

Overview

A series of leadership and management issues conferences will be offered throughout the 2010/2011 academic year. These are designed to consider relevant strategic and management issues that school principals are encountering in their work. Themes may include:

- working with the media;
- conflict resolution;
- managing behaviour;
- coaching/mentoring;
- managing stress;
- self-evaluating school;
- PRSD—a tool for staff development.

Learning Outcomes

Programme Features

Eligibility

Contact

Stewart Polley (spolley@rtuni.org)

Experienced Leadership Programmes

STRATEGIC LEADERSHIP - ICT

Overview

The aim of the programme is to enhance the capacity of school principals to act strategically in leading the development of ICT. It aims to enable school leaders to ensure that the potential of ICT is realised as a tool for school improvement. The programme supports leaders in developing knowledge, skills and understanding to plan for and use ICT innovatively to raise standards and provide children with lifelong learning skills.

Learning Outcomes

Participants will have:

- the opportunity to network and develop strategies appropriate to the school context;
- increased confidence in their professional judgement to lead and embed ICT in learning and teaching;
- the opportunity to gain a clear, whole-school vision for learning with ICT;
- the tools to review, benchmark and consider the issues of implementing ICT; and
- developed increased levels of expertise in their school community.

Programme Features

UNDER DEVELOPMENT

Eligibility

School Principal

Contact