

NPQML and NPQSL Facilitator Training – Online Delivery Model

About UCL:

The UCL Institute of Education is a world-leading school for education and social science. Founded in 1902, we currently have over 7,000 students and 1,000 staff. We are active in every continent.

In the 2014 QS World University Rankings, we were ranked number one for education worldwide. We were shortlisted in the 'University of the Year' category of the 2014 Times Higher Education (THE) awards.

We have trained more than 10,000 teachers over the past decade and in January 2014, we were recognised by Ofsted for our 'outstanding' initial teacher training across primary, secondary, and further education.

In the most recent Research Excellence Framework, half our research was judged to be world-leading (i.e., awarded the highest grade of 4*) and we were ranked 1st for research strength in the field of education, across all UK universities. The findings of our high-quality research have influenced government activity and policy in areas from early years to higher education and workplace learning.

We also specialise in study and research in health, psychology, and longitudinal studies, among other areas of social science. Our three birth cohort studies have had a major impact over many years on policy for health, gender equality and young people.

Who should attend?

School leaders who are to be involved as facilitators for the NPQML and NPQSL programmes (or its equivalent internationally).

About the Trainers:

Annette Beard MA



Annette has worked at UCL Institute of Education for 8 years arriving as the Regional Director for the South for the Tomorrow's Head programme and is now the programme leader for the NPQML/SL and Leadership Suite of programmes, which are delivered in the UK and internationally. Annette is accredited by the NCTL as an advanced facilitator and coach, trained OFSTED inspector for ITE, accredited AST for ITE and CPD. She has led the Geography PGCE at Sussex University. Her school career led to her being responsible for the Training School status where the priority was on developing staff in school and across the LA through a LSA from ITE through to Deputy Head level working closely with the two local universities. Annette has been involved in a range of research – last year this involved looking into the programmes and adult learning. In addition, she has written some publications.

Rebecca Annand BA (Hons) CIM Diploma



Rebecca is the Co-Founder and Managing Partner of Infinite Learning. Rebecca trained as a secondary school teacher after graduating from Leeds University. She taught for 9 years, both in the UK and in the UAE before re-qualifying with the Chartered Institute of Marketing in 2001. She enjoyed 9 years working in the world of advertising/marketing and this wide and varied career experience has provided her with an invaluable skill set for this field. In September 2010 Rebecca joined British Schools in the Middle East and successfully developed and led the Continuing Professional Development programme. She grew the programme from scratch to become a regionally acknowledged, quality-assured programme, offering over 100 courses a year.

Rebecca is an Accredited Facilitator for UCL Institute of Education, and she has facilitated many NPQ Programme cohorts. She leads on the NPQ Facilitation Training Programme and is an Accredited NPQ Assessor with NPQ Online. Rebecca also holds the CfBT Education Trust Certificate of Professional Practice in Coaching and Mentoring and is a member of the International Professional Development Association.

Programme Overview:

Topic	Facilitator training: online
Provider	UCL IOE/ Infinite Learning
Speaker(s)	Annette Beard and Rebecca Annand
The delivery Model	Three two-hour virtual F2F sessions Facilitated pre, post and inter-sessional activities
Dates	Session 1 – Tuesday 20 th April Session 2 – Wednesday 21 st April Session 3 – Tuesday 27 th April
Timings	2.30 – 4.30pm (UAE Timings)
Cost	AED 1,575 (Including VAT)
What is Included	UCL IOE Certification (see below), Delegate handouts.

Selection of Facilitators

For this delivery model to work effectively, the selection of facilitators is crucial. They need to have the credibility and experience to gain the trust and confidence of their cohort. IOE has recommended that for the NPQML the facilitators should probably be part of the school's SLT or a very experienced Middle Leader. For the NPQSL the facilitators should probably be heads/principals or senior assistant/deputy heads. Schools are responsible for selecting appropriate members of staff for the training.

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Testimonials:

Development of both middle and senior leaders through NPQML and SL has had a significant impact on the quality of leadership in our collaboration.

The intellectual framework the programmes give enables school leaders to evaluate and reflect on their leadership practices. This impacts strongly on the raising the quality of teaching and learning.

Working with Colab at the IoE enhances the opportunities available to the participants. They have developed a highly skilled group of facilitators, which includes serving Headteachers and National Leaders of Education, who deliver high quality materials which are reflective of the needs of schools.

As a provider they are forward thinking and clearly focussed on ensuring participants receive the highest possible level of support on their programmes.

Aims of the course:

- To familiarise the participants with the key characteristics of facilitation and the differences between this and training.
- To investigate the process of adult learning.
- To enable participants to practice their skills in delivering components of the programme to their peers.
- To support participants in self-evaluation and the competency framework of facilitation used.
- To share information on the programmes and their delivery and administration .

Programme Details:

Pre-course readings and activities

Part 1

Introductory activities and introduction to the programmes

Adult learning- what does it look like?

Facilitation Skills – Part 1

Inter-session readings and activities

Part 2

Registration and Comments

Facilitation Skills – Part 2

Self-Evaluation and the Competency Framework

Inter-session readings and activities

Part 3

Registration and comments

Exploring the materials to deliver to others - learning on behalf of others

Short presentation of prepared materials and feedback.
Plenary

Post-course review and reflection

Intended Outcomes:

At the end of the programme participants should:

- Be confident and competent enough to deliver the programmes successfully to school leaders undertaking the programme.
- have a basic understanding of the techniques to use for effective facilitation.
- understand the style necessary to engage adult learners.
- Understand the structure of the NPQML and NPQSL programmes or its international equivalent, including how to manage administrative issues and how to successfully complete the assessment.

Facilitator Training for the NPQML and NPQSL

Testimonials for becoming an IOE Facilitator:

Mark Hunter, Deputy Headmaster, Dubai College, UAE

I wanted to send through a few lines about my experience as a NPQSL facilitator. I have to confess that I was a little apprehensive at the outset about the time commitment and about the prospect of delivering current leadership theory to ambitious and aspiring senior leaders.

In terms of the time commitment it certainly has taken many hours in preparation and delivery - but this time has been extremely supportive of my own leadership role. Preparing for a face-to-face session over one or two days promoted focussed reflection in a way that I hadn't expected. The National College/Institute of Education materials and resources take a little while to navigate, but they are top rate and I had several "Eureka" moments about my own leadership challenges as I read through them. Most importantly the process took me back to my early (and frighteningly enjoyable) years in teaching when I was finding ways to deliver completely new materials to a room full of curious and enquiring minds.

In terms of the ambitious and aspiring senior leaders, they were less demanding than I had expected and tremendously supportive and receptive. Moreover, the nature of facilitation for these courses usually involved a pair of presenters. Preparing to co-facilitate was quite different from a solo delivery and much more rewarding since the process involved a reciprocal exchange of ideas and approaches. I was fortunate to have started out with three other excellent heads/principals and deputy heads/principals for the first UAE cohort and have built up lasting friendships as a consequence. I have also had access to 20 other colleagues in schools and colleges in a way that would be difficult to replicate. The common purpose of understanding and extending leadership practice has been an excellent shared goal and the prospect of a valuable additional qualification for the participants at the end has been a big incentive.

Finally, school leaders are required to build relationships with the wider community but this is not always easy to achieve and often gets overshadowed by school administration, day-to-day activities and events. By delivering the NPQSL over the last 2 years I have been required to forge genuine professional links with members of the Institute of Education, members of Infinite Learning and senior leaders in schools across the UAE and further afield. By being a facilitator for the Institute of Education I have also become part of a much larger group of like-minded colleagues across the world.

The National College professional development courses are now licensed to other institutions such as the Institute of Education in London, but they are still the recognised market leader in the field and convey a degree of kudos and recognition to individuals who have chosen to go through the facilitator training. I would not hesitate to recommend the Infinite Learning/Institute of Education NPQSL facilitator training programme to any colleague in a similar position to my own and would be happy to be contacted by anybody thinking of embarking on this path. For me it has re-emphasised the vital role of delivering training to others in supporting our own development and understanding of effective leadership in schools.

Ian Ward, Primary School Principal, Deira International School, Dubai, UAE

Being a facilitator for the NPQML programme was an excellent opportunity to share and discuss key leadership issues that impact on school improvement. For me, this was an opportunity to offer some support and guidance to a cohort of passionate aspiring and existing leaders in a similar way to how I have been supported throughout my leadership development. I would highly recommend any senior leader to take part in this training both for your own professional development and to impact positively on other leaders and their schools.



2016 Leadership CoLab Leadership Curriculum Facilitator Training

This certifies that the following educator has successfully undertaken Leadership CoLab facilitator training and is accredited to deliver the Leadership Curriculum for UCL Institute of Education

INSERT NAME

Dubai, August 2016



Annette Beard
NPQML & NPQSL & Leadership Suite Programme Leader



Dr Jenny Francis
Leadership Curriculum Strategic Leader & Operational Leader

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