



Empowering leaders at all levels through NPQs

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Our Delivery Partner: Forest Learning Alliance



The FLA are a current provider of NPQs with a track record of delivering high-quality professional development, their lead school (Uplands Primary School and Nursery) are Outstanding and both organisations share our values.

They will:

- Host training events with experienced **local trainers**.
- Ensure materials are **adapted to fit the needs of teachers, leaders, and pupils in their area**.
- Be the **main point of contact** for participants registered on a programme.

Design principles

- **Teachers learn like everyone else:** we provide materials, tutoring and coaching that combine evidence-based learning approaches with empowering routines and Deliberate Practice to help embed what is being learned.
- **Collaboration is a pre-condition for professional learning:** our teaching model provides a supportive environment for sharing ideas and challenging beliefs.
- **Making change stick takes knowledge, skill, time, and concerted effort:** our focus helps leaders understand how professional development can have a sustained impact.

Design principles

- **Meaningful, relevant, and applicable learning is vital:** our Programmes focus on immediately recognisable situations, allowing new and aspiring leaders to understand the practices and thinking of expert leaders, creating the crucial mental models to improve.
- **Effective professional development is sustained over time:** we understand that the success of everything we do relies on accessible and flexible options, with courses that sensitively accommodate existing workload, timetabling constraints and the busiest times in the school calendar.



Our NPQs are built around the real needs of schools and leaders.

By working closely with educators from a range of contexts and specialisms, we ensure that all our materials are relevant, using real life situations and provide new techniques that are useful straight away.

Leading improvement - mastery

All our NPQs begin with **Leading improvement** to introduce our approach to capacity development & managing improvement through to implementation

Leadership	Leading improvement	Culture	Conditions	Classroom
Executive Leadership	<i>1. Leading improvement</i>	<i>2. Developing culture across Trusts</i>	<i>3. Overseeing effective organisational management / governance</i>	<i>4. Sustaining effective teaching, curriculum / assessment across Trusts</i>
Headship	<i>1. Leading improvement</i>	<i>2. Leading culture / behaviour across schools</i>	<i>3. Developing rigorous organisational management / governance</i>	<i>4. Ensuring effective teaching, curriculum / assessment across school</i>
Senior Leadership	<i>1. Leading improvement</i>	<i>2. Contributing to culture / improving behaviour</i>	<i>3. Supporting decision-making / management</i>	<i>4. Working with colleagues to improve teaching / curriculum / assessment</i>

Leading improvement - mastery

...towards **mastery of relevant expertise**, with the knowledge & tools to develop others, and extend influence beyond own classrooms.

Specialist	Leading improvement	Underpinning principles	Developing others	Furthering your specialism	Embedding in practice
Leading Teacher Development	<i>1. Leading improvement</i>	<i>2. Principles of effective teaching</i>	<i>3. Designing effective professional development</i>	<i>4. Teaching & adapting</i>	<i>5. Evaluation & continuous improvement</i>
Leading Teaching	<i>1. Leading improvement</i>	<i>2. Ensuring every teacher knows how pupils learn</i>	<i>3. Developing curriculum within your subject</i>	<i>4. Developing effective classroom practice across your team</i>	<i>5. Improving assessment / feedback</i>
Behaviour & Culture	<i>1. Leading improvement</i>	<i>2. Effective behaviour management</i>	<i>3. From classroom to school: enabling conditions</i>	<i>4. Complex behavioural needs</i>	<i>5. Working in partnership to deliver changes</i>

Designed to support learning

For each qualification, we use a common methodology to develop and nurture existing expertise and capabilities.



Introduction & diagnostic assessment to scaffold and frame learning, identify knowledge gaps & direct participants to relevant areas.



Micro implementation task to reinforce overall approach to managing improvement and prepare for the summative assessment.



Tutor support sessions, led by a Local Lead Trainer provides opportunities to bring learning into context & collaborate with peers.



Face-to-face & live online training with peers, learning through expert-led dialogue, collaborative activities, & structured practice of new techniques.



Lots of online evidence and examples to introduce you to key ideas and demonstrate how you could implement these concepts.



Formative assessment activity to check understanding & confidence, signpost to further learning, & provide individual feedback.

Leadership NPQs

Executive Leadership (NPQEL)

For school leaders who are, or aspire to be, an Executive Headteacher or to have a CEO role within a school trust with responsibility for leading several schools.

Duration: 18 months*
Hours of study: 87 (inc. 6 hours of 1:1 coaching)

* plus 3 months for Summative Assessment process

Headship (NPQH)

For school leaders who are, or aspire to be, a Headteacher or Head of School with responsibility for leading a school.

Duration: 18 months*
Hours of study: 81

* plus 3 months for Summative Assessment process

Senior Leadership (NPQSL)

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

Duration: 18 months*
Hours of study: 81

* plus 3 months for Summative Assessment process

Specialist NPQs

Leading Teaching (NPQLT)

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

Duration: 12 months*
Hours of study: 55

* plus 3 months for Summative Assessment process

Leading Teacher Development (NPQLTD)

For teachers who have, or aspire to have, responsibilities for leading the development of other teachers in their school.

Duration: 12 months*
Hours of study: 55

* plus 3 months for Summative Assessment process

Leading Behaviour and Culture (NPQLBC)

For teachers who have, or aspire to have, responsibilities for leading behaviour and supporting pupil wellbeing in their school.

Duration: 12 months*
Hours of study: 55

* plus 3 months for Summative Assessment process

Overview of training

	Specialist			Leadership		
	NPQLT	NPQLBC	NPQLTD	NPQSL	NPQH	NPQEL
Duration	12 months*			18 months*		18 months*
Modules	5 Blocks			4 Blocks		4 Blocks
Face to face training & tutoring	10 hours			16 hours		16 + 6 hours' 1:1 coaching
Online training	15 hours			20 hours		20 hours
Self-study	30 hours			45 hours		45 hours
Total time	55 hours			81 hours		87 hours

* plus 3 months for Summative Assessment process

Additional support offer for new head teachers

Designed to work alongside NPQH offering head teachers a supportive community that fosters confidence, self-belief and “perspective”.

This additional support will enable new head teachers to:

- + **Apply** NPQH knowledge & skills to their context
- + **Thrive** through building support networks
- + **Sustain** themselves using social & psychological resources for leadership

- Before, after, or during NPQH, or for any headteacher during first 2-years.
- Flexible roll-on, roll-off model.
- Entry points throughout the year.
- Communities of Practice, 10 monthly 3-hour sessions with additional mentoring & collaboration opportunities.

How to register your interest in an NPQ with us:

Visit the Education Development Trust webpage below:
[EducationDevelopmentTrust.com/NPQs](https://www.educationdevelopmenttrust.com/NPQs)

Visit the Forest Learning Alliance webpage below:
www.forestlearningalliance.org



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