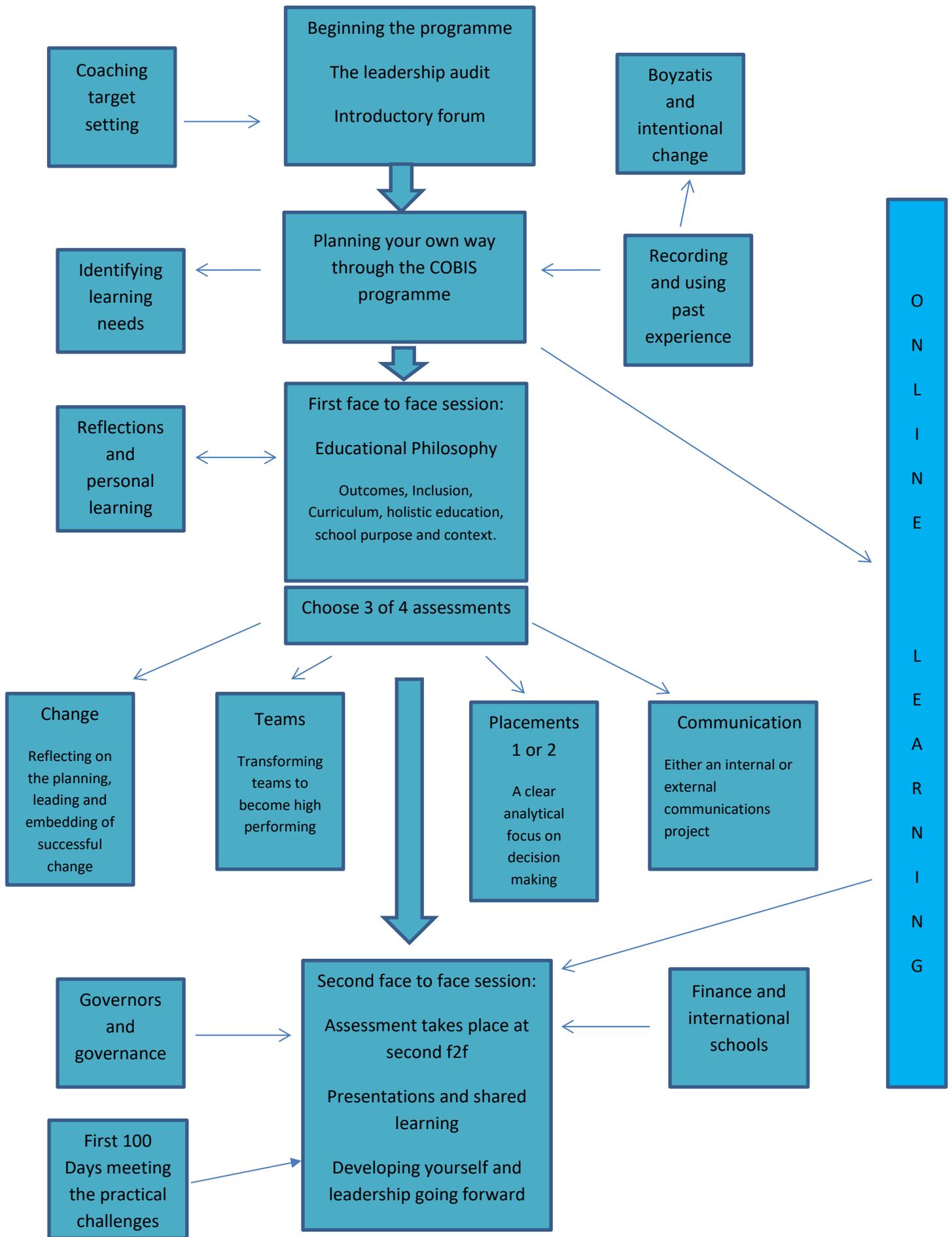




COBIS Programme for Aspiring Heads

Programme Guide

8/28/2017
COBIS



Welcome to the COBIS Programme for Aspiring Heads. This short programme guide provides a framework for the learning to be undertaken and the nature of the course.

The course maintains a mixture of self-study, project leadership allied to asynchronous online activities, and two central face to face sessions each lasting three days.

Course content includes

1. Target setting and models of intentional change
2. Recording and using past experience
3. Educational philosophy and vision
4. Considering the move to strategy and context
5. Choice of assessments in the areas of change, teams, school placements and communication, taking advantage of delegates own context and allowing the development of in-school projects
6. Collaborative and network learning
7. Governance and governors
8. Financial management in international schools
9. A practical approach to the first 100 days of Headship

The programme design can be seen in the diagram on the previous page.

Working with others

There are a number of people who will support you through the CPAH so it is useful to say a few words about each.

Working with COBIS

COBIS, through the commitment to professional development, provides certification and quality assurance for the scheme. Therefore, all participants are registered through COBIS and COBIS supports senior leaders.

Working with your facilitator

Each programme will have at least one facilitator, although two is the normal expectation, who will be an experienced leader of teaching and learning and who will support you throughout the programme. Your facilitator will manage the implementation of the programme and provide expert input to sessions. This will be a combination of face to face sessions, pre-session activities and online engagement. Therefore, your facilitators will support you in the CPAH online community. For this programme, despite there being different groups in different locations, the programme will operate with a single online community page on the COBIS LMS. This allows networking across the groups but also dedicated spaces and activities for those in separate groups. The programme has of course a common core but will be adapted in delivery to take account of the varied needs and contexts of the participants. All facilitators are trained and validated by COBIS.

What you need to do before the first face to face sessions

Get to know others/online learning platform/pre-session 1 tasks

You will receive a welcome email from COBIS and your facilitator will contact you with information and instructions about joining the online learning platform. You will find in the community pre-face to face 1 meeting tasks, resources and instructions. In addition, you will receive a separate email regarding the leadership audit tool asking you to use this resource. It is important that you take the opportunity to meet others from your cohort as this is both reassuring, a great place ask questions and will allow your facilitators to craft the first face to face sessions to meet the group's needs. The third advance task involves developing and reflecting on your previous experience in key areas and identifying from a knowledge rather than skills/experience perspective the areas where the course and your colleagues can assist your development.

Leadership Audit

One important resource, as you progress your leadership, is the chance to carry out a leadership audit using 360 degree feedback. This supports the two key principles of self-awareness and reflection that help guide the CPAH. Following the email instructions, you will first be asked to rate yourself against a series of leadership competencies. You will then be asked to supply names and email addresses of others to give their perceptions, in a structured survey, which touches on some of the same issues of leadership. Combining these together produces a report which many participants have found very useful. The choice of colleagues contributing to the leadership audit is yours, but as a guideline previous participants have found it useful to think about including people from previous schools/roles, people you line manage, people who manage you, peers and non-teaching colleagues and indeed those who see your leadership in a different capacity such as sports teams for example. Remember it is your leadership audit. Detailed guidance is given with the leadership audit resource.

Learning with participants.

It is important that you respect the confidentiality of the learning environment so as to facilitate open and supportive learning conversations. This applies not only to the face to face sessions but the online environment. All of those on the programme are senior leaders and an opportunity to collaborate and network in a safe place both in person and asynchronous online is a valuable aspect of this programme.

Personal learning log

You are asked to keep a personal learning log during the programme to reflect on the learning both in the face to face sessions, in your own leadership back in schools, in relation to the online reading and tasks on the community platform. This can be in any format you choose and is personal and confidential to you. If you wish you can use a digital log on the course page itself which also remains confidential. The focus is on your thoughts, reflections, frustrations, expectations and changing ideas.

The assessment tasks

As indicated in the programme outline above, participants choose their own pathway through the CPAH. The four broad areas change, teams, communication and placements can be focussed on the individual learning needs you have identified and the context in which you currently work. CPAH requires you to address three of these four areas. You elect one of these to form the basis of your presentation on the second face session. Guidance for this will be given by your facilitators but the presentation will also allow your fellow participants on the CPAH to question, reflect and learn. The other two themes you select involve producing structured summary assessment that have a maximum length of four sides. A template is available for this. These summary assessments need to address the following:

Change

Reflecting on the planning, leading and embedding of successful change. All three elements need to be addressed in this summary and the change needs to be strategic (either whole school or substantial in relation to the school). Participants are required to engage and reflect on different conceptual models of change and methods of embedding change. Changes do not have to be complete at point of assessment but should be far enough along to allow you to be able to comment on the three areas of planning, process and embedding.

Teams

Transforming teams to become high performing. The assessment requires the participant to engage with models of team development and the nature of high performing teams as well as mechanisms to judge the performance of existing teams. They should outline the initiatives undertaken to move the team along the spectrum towards high performance and reflect on progress achieved/frustrating factors.

Communication

Either an internal or external communications project. Participants need to identify a discreet communications initiative either internal (within school to staff) or external (to stakeholders) that they are leading. They need to engage with the literature, concepts and models around communication and reflect on both the transmission channels for communication and the process.

Placements (1 or 2)

A clear analytical focus on decision making. The placement should last **five days as a minimum** (that is 5 days in one school or 3 + 2 in two schools if chosen). The placement is for shadowing the Headteacher or equivalent as the focus for this area is on decision making and leadership styles. The school(s) for the placement can be a different phase but should not be part of the participant's own school organisation. If in doubt ask your facilitator. It is the responsibility of the participant to arrange any placements and COBIS is aware that in some areas this may be more difficult hence the option of pursuing other routes through the CPAH. The participant needs to engage with the literature and models regarding decision making and leadership styles. They need to reflect on a variety of decisions made by the leaders during the placement and how this relates to their readings. All such scenarios discussed need to be sensitively handled in respect of confidentiality so anonymising relevant references is acceptable.

The written summaries should address these general points.

1. The context of the school/department/programme/yourself. (CONTEXT)
2. The thinking behind this intervention/project. (AIM & ANY IDENTIFIED NEED)
3. You need to explain the process you followed, how you communicated? What you did? How it worked? How it did not work? How you reflected on these experiences. (PROCESS, REFLECTION ON THE CONCEPTS and LITERATURE)
4. The evidence/data that you considered. The evaluations of this material and the overall conclusions reached. (IMPACT and CONCLUSION)

These summaries are posted through the LMS and both peer reviewed and facilitator moderated in a constructive fashion. Remembering we constantly seek to learn from each other.

These written summaries are required to be posted before the second face to face session and your facilitator will give exact submission dates. It is quite likely that the project or initiative (other than placements) will not be complete but you should still be in a position to reflect on the areas outlined above.

Certification

At the end of the programme, to be awarded a certificate by COBIS you and your facilitator will need to submit evidence that you have:

1. Attended all the face-to-face sessions
2. Undertaken the activities in the programme face to face and online
3. Formally presented to facilitators and colleagues in the final face to face session around your choice of individual assessment theme to a satisfactory standard
4. Maintained a reflective learning log

5. Completed to a satisfactory level the required written summary assessments for the other two themes and provided peer review and support for others on the programme.

