



Wellington Global Leaders in Education Programme

The Wellington Global Leaders in Education Programme is rooted in the rigorous science of positive psychology and draws upon the latest research into leadership from within and beyond education, supported by the Department of Education at the University of Oxford. It has taken particular inspiration from Harvard Business School's Leadership Initiative; the University of Pennsylvania's Positive Psychology Center and the Center for Positive Organizational Scholarship at the University of Michigan. The programme is taught through an examination of key research; the sharing of practical tools; and an emphasis on discussion and reflection.

The programme consists of core and elective modules and leads to a Wellington Global Leadership Institute Certificate or Diploma of Educational Leadership. Quality assurance for this programme is provided by the Department of Education at the University of Oxford and we are a Chartered Management Institute (CMI) recognised centre.

Programme aim:

The aim of our programme is: '*To empower leaders to develop flourishing teams*'

Programme objectives:

This programme gives you the opportunity to:

1. Reflect on your vision for leadership in education;
2. Understand the conditions that allow teams to reach their potential;
3. Review current research to improve your understanding of what really matters for successful leaders;
4. Improve your understanding of aspects of leadership you have identified as a priority;
5. Reflect deeply on your own leadership to enable you to develop teams that flourish.

Programme assessment

To help you both to track your learning and to measure the impact the course has had on your leadership, the Leading for Impact module is accompanied by an assignment. This assignment asks you to trial one or more of the tools or concepts that you have learned in the module and to reflect on their impact. It also challenges you to ask others what they feel the impact of these leadership initiatives have been. This will allow you to build a leadership portfolio, which you can continue to add to as you go through the different modules and over your career.

In order to be awarded the leadership certificate or diploma, there is a further assignment, which is a synoptic reflection on what you have learned and the impact that this has had on your practice. It asks you also to gather information from colleagues to support your personal reflections.



CORE MODULE

Leading for Impact (5.5 hrs)

“Emotional intelligence is the sine qua non of leadership.” Goleman (2011:1).

Session 1 - Introduction

- An introduction to the diploma
- The principle of “everyday leadership” and what that means as educational leaders
- Partnership agreement – a useful tool
- Dreams exercise

Session 2 – Emotionally intelligent leadership

- What is Emotionally intelligent leadership?
- Summary of the research and the key skills required
- How to build those skills
- Introduction to Dan Pink’s work

Session 3 – Values

- Values and leadership – what the research shows
- Values exercise – to identify your own and others’ values and how you can harness the power of these in your leadership

Session 4 – Flourishing teams

- The neuroscience of flourishing
- Learn about the environmental and leadership conditions that enable teams to reach their potential and how you can introduce these in your school.
- The impact of stress on teams and how as leader you can reduce its negative impact

Session 5 – Communication

- How to give feedback effectively
- Positive communication
- Difficult conversations
- How to listen
- When to coach



ELECTIVE MODULES:

New and/or Aspiring Heads of Department (5 hrs)

This is a course for new and aspiring middle leaders in schools. The course will cover topics such as creating a vision, setting and maintaining high standards, understanding the challenges and opportunities of academic leadership and getting the best out of your team.

Session 1 – Leaders who cultivate flourishing

- Discussion on leaders who allow others to flourish vs those who cause others to languish
- Key beliefs about leadership
- What the research shows

Session 2 – Finding your “Why”

- Who do you want to be? The importance of connecting your “Why” to your values.
- Evidence for the impact of authentic leadership
- Develop your vision for yourself as a HOD
- Finding the Why for your team.

Session 3 – The neuro-science of leadership

- Compassion in leadership
- The seven dimensions of flourishing
- Positive relationships

Session 4 – Case studies and scenarios

- Applying what you have learnt so far to different scenarios.

Session 5 – Panel question time

- For the last part of the course we have a panel of experienced leaders from across the partnership who will answer your questions and discuss the key issues of academic leadership.



New and/or Aspiring Senior Leaders (5 hrs)

Session 1 – Introduction

- Discussion on your “ideal” senior leader

Session 2 – Developing a high impact vision and strategy

- Know your values and purpose
- Know your team members’ values and purposes
- Co-create a vision
- Co-create a strategy

Session 3 – Developing high performance teams

- Should team performance be a senior leader’s primary goal?
- What does a high performing team mean?
- Evidence on how you enable your team to maximise their performance

Session 4 – Case studies and scenarios

- Applying what you have learnt so far to different scenarios.

Session 5 – Panel and networking

- For the last part of the course we have a panel of experienced leaders from across the partnership who will answer your questions and discuss the key issues of senior leadership.

Public Speaking (2 sessions of 2.5 hrs)

Communication is an essential skill of effective leadership as those who can inspire and transport their audience with them by delivering a confident and clear message can achieve so much more. In this course participants will look at speaking to different audiences and consider the key focal points needed to deliver a succinct message.

Each participant has the chance to practice their own public speaking skills and will receive personal advice on how to help their own delivery.

We aim to increase the confidence of participant’s public speaking and consider points such as presence, body language, voice, use of visual aids and language.



Pastoral Leadership (5 hrs)

Effective pastoral care in schools is central to the ethos and tone of the whole school. It is essential if students are to feel secure, know they are valued as individuals and feel encouraged to develop and learn in a healthy and safe environment. At the core of effective pastoral care are the positive relationships that exist between the student, teacher and pastoral leader.

In the first part of the course, delegates will look at the reasons for going into pastoral leadership, the challenges that may be faced and give delegates the opportunity to assess their own strengths and weaknesses. Opportunity will also be given to share good practice and collaborate with other delegates about how certain issues might be tackled.

The course is led by experienced Pastoral Leaders who will draw on their own experiences, look at topical issues and real-life scenarios.

Course Aims:

- to raise awareness of key issues of importance to participants in pastoral leadership
- to increase confidence and competence in dealing with pastoral challenges
- to provide opportunities to share experience and good practice with colleagues
- to encourage reflection and critical evaluation of pastoral leadership practices and professional issues
- to give an opportunity to look at individual career plans and delegates' own strengths and weaknesses

Foundation in Mindfulness (8 twilight sessions of 1.5 hrs)

This is an 8-week course for educationalists interested to learn what mindfulness is by learning how to practice mindfulness and the different techniques that can be used. Mindfulness looks to help an individual's well-being and amongst other benefits, it can enhance resilience and help performance. Sessions are 90 minutes long and at twilight times.



Coaching - Foundational Course (12 hrs)

Coaching is one of the most powerful tools for unlocking natural abilities. It offers tools and resources to increase personal awareness, confidence, fulfilment and self-sufficiency. Leading to greater independence and long-term resilience. Not only does it support the performance, leadership and independent learning of pupils, coaching enhances teachers' performance in the classroom by providing tools and frameworks for self-reflection and feedback. Additionally, coaching as a communication tool develops stronger relationships between staff, developing a more supportive and collaborative culture

As a participant you will learn to use coaching as an empowering communication and development technique. This promotes self-awareness, personal responsibility and action in yourself, your colleagues, your students and others.

The course features hands-on training emphasising participation and practical experience. You will have had opportunities to coach, be coached and receive coaching feedback. By the end of the course, we hope you have gained an understanding of how to use basic professional coaching skills in a variety of contexts.

Session 1 – Introduction

- The heart of coaching
- The rationale behind coaching
- Demo
- Coaching vs other form of helping

Session 2 – Effective questions

- Coming up with a coaching topic - Fulfilment wheel
- Coaching models
- What makes good questions
- Heart-head-step
- Self-coaching

Session 3 - Listening

- Internal
- Verbal
- Non-verbal
- Say it as you see it!

Session 4 – Values and raising awareness

- The coaches journey
- The learning ladder
- Values – how to mine for these

Session 5 – Lenses

- The way we see the world – exploring current lenses
- Exploring other lenses



Coaching – Advanced Course (12 hrs)

The Advanced Coaching course builds on the knowledge and experience of Foundational Coaching. The Foundational skills are reaffirmed, improved and developed as participants also learn and practise new and transformative tools and techniques to enhance their coaching. Each skill is demonstrated, practised and reflected on and provides an opportunity to grow in self-awareness as well as growing in confidence to use the skill with others.

Session 1 – The coaching journey

- Recap of foundational coaching
- Applying coaching to specific areas in education
- The coaching anatomy wheel

Session 2 – Map

- A tool to help someone clarify a goal and how to reach it
- Be clear on where we are now
- Get clear on where your coachee wants to be
- Get clear on the route

Session 3 – Gremlins

- Obstacles on the road
- How to recognise a Gremlin
- Becoming aware of negative self-talk
- Dealing with Gremlins

Session 4 – Inner team

- A tool to help your coachee recognise different aspects of themselves
- Develop a practical understanding of your own inner team in order to be able to effectively work with a coachee.

Session 5 – Hero

- A skill to help you work out who are you at your best
- Help your coachee discover who their aspirational self is
- How can the Hero's voice get louder and be listened to more?

Session 5 – Timeline

- Help your coachee to be able to articulate a goal and create a timeline to achieve it.
- Apply this to the specific areas in your school which were identified at the beginning of the course



Character Education and Wellbeing (2 sessions of 2.5 hrs)

There has been much discussion of character education in recent months and the Department for Education is showing an ever-keener interest in bringing character education into mainstream schools. However, it is not always clear what is meant by character education and often less clear how schools might go about doing it.

This course will explain not only what character education is, but how it is related to well-being and human flourishing and how it can be adopted as a powerful philosophy of education. The course will also provide ideas for how character education can be taught both as a discrete subject and through the National Curriculum.

Session 1: What is character education?

- Character, virtue, well-being, flourishing and the purpose of education (and how it has been hijacked by other concerns).
- Character education and the curriculum.
- Schools of character: how school systems and structures can support growth in character.
- Teachers of character: enlarging our understanding of the profession.
- The caterpillar process: an approach to teaching character.
- 2 domains of character education: moral and performance virtues.

Session 2: How can character education be taught?

- Creating a curriculum in character and well-being.
- Using the National Curriculum to create opportunities for character development.
- Time to work with colleagues from similar curriculum areas to devise approaches to character education through the curriculum.