

Title:

Leading From the Middle – A British Teaching Evaluators Course

Duration:

12 Training Hours

Language

English

Program Brief:

Wouldn't it be good to know what aspects of educational leadership characterize the world's best and most rapidly improving schools for those who hold middle leadership/ Head of Department positions? Or those who want to hold these positions? Would it then be possible to 'learn' these behaviors and approaches and translate them to your own department or team? (Hint: the answer is yes!) Research has shown us that there are a number of clear behaviors, strategies and approaches to educational leadership that pervade the most effective and rapidly improving schools around the world. We also know what the less successful aspects of educational leadership look like too. This accredited* course will demonstrate clearly and practically what it is that a highly effective educational leader does and how they do it. It will also reveal what the most effective educational leaders focus on what and why they focus on it, and it will demonstrate the 'what' and the 'how' of evaluating curriculum delivery based on the strategies and ideas from the British Teaching Diploma in order to become a recognized (BTD Evaluator).

Program Description

Program Outline:

1. Understand the primary focus on the most effective and successful middle leaders in the most rapidly improving schools around the world.
2. Identify the 2 major skill sets required of a successful middle leader.
3. Recognise the value of adopting a 'Planning for Learning' mindset for your department or team.
4. Know how to monitor, evaluate, and quality assure the implementation of the British Teaching Diploma across teachers and the team.
5. Become a recognized "BTD Evaluator".
6. Identify how to support improvement in teacher performance across the team if it's required

Program Objectives

1. Identify the core focus of the most successful middle leaders
2. Adopt a planning model for the department that promoted consistency but avoids uniformity
3. Create a model for departmental evaluation of the British Teaching Diploma that offers both 'support and challenge'
4. Recognize the role of coaching as a model to support improvement in performance
5. Adopt a range of techniques and strategies to support colleagues who need challenge as well as support
6. Adopt a range of techniques and strategies to become a British Teaching Diploma Evaluator, and/or Trainer, and or Quality Assurance Officer.