



CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092

CBSE/DIR(TRG)/IOE/2011

26th September, 2011
Circular No.72/2011

All the Heads of Independent Schools
affiliated to the CBSE



SUBJECT: First and Second "Strategic Management and Leadership Programme" (face to face course) for Principals proposed by the Institute of Education, University of London

Dear Principal,

As you may be aware, CBSE has been conducting training programmes for Principals in '**Strategic Management & Leadership**' in collaboration with the various Management Institutes like Indian Institutes of Management, NUEPA and other Management Institutes of repute.

The overwhelming response from the Principals of affiliated schools has made the Board explore other avenues for providing training to Heads of Institutions since the intake for these courses is hugely oversubscribed.

The CBSE is pleased to state that the **Institute of Education, University of London** has confirmed two programmes on 'Strategic Management & Leadership' for the Principals.

Programme Objectives:

- To highlight different aspects and styles of leadership and build participants' capacities in excellent management including management of values and ethics, interpersonal relations and conflict resolution.
- To strengthen participants' capabilities in strategic management processes including the development of a strategic plan for their area of responsibility, covering aspects such as teaching and learning, staff development, operational and financial management.
- To raise participants' awareness of how modern school management improves school effectiveness.
- To develop participants' capacities in the strategic management of external relations including partnership with parents and the community.
- To acquaint participants with emerging issues in school education including Continuous and Comprehensive Evaluation (CCE) and School Based Assessment in the wake of examination reforms mooted by CBSE.

The schedule of the face to face element of these training Programme is as follows:

1. Program-1(P-1) : 12-16 December, 2011
2. Program-2(P-2) : 23-27 January, 2012

Venue for the Program-1

Venue: Laxman Public School, Hauz Khas Enclave, New Delhi
Contact Person: Dr. Usha Ram
Contact No.: 011-26967041 (between 08:00 am to 03:30 pm)

We are inviting the applications for Program-2 but the details of the Venue school and Venue city will be finalized later.

Fee for the Training Programme:

The fee for the five day training programme will be Rs. 31,000/- per participant.

Preference will be given to those Principals who have never attended any Training Programme conducted by IIM or NUEPA or any other Management Institute (organized in collaboration with CBSE) earlier; are active partners of various initiatives of the Board (hosting workshops, seminars etc.); are members of a Sahodaya cluster; and contribute regularly to the CENBOSEC, the quarterly journal of CBSE.

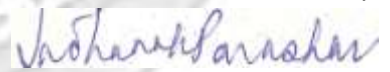
Principals/Managers/Educators who are interested in participating in these training programmes are requested to complete the enclosed Registration Form and send it to the following address:-

Dr. Sadhana Parashar,
Director (Training),
Central Board of Secondary Education,
'Shiksha Sadan', 17, Rouse Avenue,
Institutional Area, Delhi- 110 002

The Registration Form can also be e-mailed to: sadhanap.cbse@gmail.com

The Registration Form should be accompanied with demand draft for Rs. 31,000/- (Rupees Thirty One Thousand Only) in favour of Secretary CBSE payable at Delhi. The applicants should mention his/her details at the back of the demand draft. The last date for receiving the duly filled Registration Form for Program-1 is 15th October, 2011 and for Program-2 is 15th November, 2011.

Yours sincerely,



(Dr. Sadhana Parashar)
Director (Training)

- Encl: 1. Registration Form
2. Course Structure of the programme

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction and to nominate and sponsor five Educators/Principals for their organisation:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh- 160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar- 791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. Director of Education, SIE, CBSE Cell, VIP Road, Junglee Ghat, PO 744103, A&N Island.
9. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
10. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the independent schools affiliated with the Board in their respective regions.
11. The Education Officers/AEOs of the Academic Branch, CBSE.
12. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
13. The Library and Information Officer, CBSE
14. EO to Chairman, CBSE
15. PA to CE, CBSE
16. PA to Secretary, CBSE
17. PA to Director (ACAD.)
18. PA to HOD (AIEEE)
19. PA to HOD (EDUSAT)
20. PRO, CBSE


Director (Training)

REGISTRATION FORM

‘STRATEGIC MANAGEMENT & LEADERSHIP PROGRAMME’ FOR PRINCIPALS PROPOSED BY THE INSTITUTE OF EDUCATION, UNIVERSITY OF LONDON

P-1: 12-16 December, 2011	PROGRAM APPLIED FOR	P-
P-2: 23-27 January, 2012		
1. Name of the Principal/Educator/Manager:		
2. Number of years spent working on this Designation:		
3. Name and address of the school with Pin Code:		
4. Status of the School:	Secondary/Senior Secondary	
5. Phone No.(s) with STD Code:	Office: _____ Residence: _____ Mobile: _____	
6. Number of years for which the school has been affiliated with the CBSE:		
7. E-mail Address		
8. Whether the Participant has already attended training programme conducted by CBSE at any of the IIM's or NUEPA, New Delhi or other Management Institute: <i>(If so when and where):</i>	YES/NO	
9. Whether the school has organized any programme sponsored by the CBSE: <i>(If yes please give details)</i>	YES/NO	
10. Whether the school is a member of any Sahodaya Complex or not: <i>(If yes, please give details.)</i>	YES/NO	
11. Any contribution to the field of Education you would like to mention:		
12. Articles contributed to CENBOSEC / National/ International Journals:		
13. Books published, if any: <i>(Separate list may be enclosed)</i>		
14. Demand Draft Number		

Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____

Please note:

- The last date for receiving the duly filled **Registration Form** for Program-1 is **15th October 2011** and for **Program-2 is 15th November, 2011.**
- Other details will be conveyed to the selected participants later.
- **This Registration Form SHOULD BE accompanied with the demand draft for the fee at this stage.** The demand draft should be in favour of Secretary CBSE payable at Delhi. The applicant may kindly write all his/her details at the back of the Bank Draft

The hard copy of the duly filled in Registration Form (as per the format given above) along with the demand draft may be posted to:

Dr. Sadhana Parashar,
Director (Training),
Central Board of Secondary Education,
‘Shiksha Sadan’, 17-Rouse Avenue, Institutional Area, Delhi– 110 002



CENTRAL BOARD OF SECONDARY EDUCATION

STRATEGIC MANAGEMENT AND LEADERSHIP PROGRAMME FOR PRINCIPALS

SHORT COURSE OUTLINE

Dr Raphael Wilkins
Pro Director (International Consultancy), Institute of Education, and
Director of International Affairs
London Centre for Leadership in Learning
The Institute of Education, University of London
20 Bedford Way
London
WC1H 0AL
UK

Introduction

This course has been designed for the Central Board of Secondary Education (CBSE), Republic of India, by the London Centre for Leadership in Learning (LCLL), which is a department of the Institute of Education, University of London.

The course design adopts a collaborative approach in which CBSE is both client and delivery partner, in the latter capacity making inputs to the delivery of two of the course sessions as well as leading on in-country operational management.

This programme aims to support school principals in attaining international levels of effectiveness in school strategic management and leadership, especially through the following objectives.

- To highlight different aspects and styles of leadership and build participants' capacities in excellent management including management of values and ethics, interpersonal relations and conflict resolution
- To strengthen participants' capabilities in strategic management processes including the development of a strategic plan for their area of responsibility, covering aspects such as teaching and learning, staff development, operational and financial management
- To raise participants' awareness of how modern school management improves school effectiveness
- To develop participants' capacities in the strategic management of external relations including partnership with parents and the community
- To acquaint participants with emerging issues in school education including Continuous and Comprehensive Evaluation (CCE) and School Based Assessment in the wake of examination reforms mooted by CBSE.

To achieve these aims the programme has the following components.

- Pre-course reading
- Pre-course assessment of development needs and interests
- Pre-course task 1
- Pre-course task 2
- Intensive face-to-face course (5 days)
- Practical application task
- Award of certificate upon evidence that final practical application task has been completed.

The course components are described below.

As indicated above, successful completion of all course components will result in the award of a Certificate of Completion.

Course Features

- The course draws on expert knowledge and research on school strategic management and leadership around the world.
- High quality facilitation will be provided by expert trainers. It is designed to achieve rich collaborative learning through
 - a) drawing on participants' own experiences and insights in relation to key leadership themes
 - b) providing appropriate measures of challenge and support.
- Study materials will be provided to guide, support and challenge participants' thinking and practice. These will take the form of summaries of research, examples of good practice and stimulating think pieces on aspects of leadership.
- In addition to presentations and interactive workshop sessions, the course includes a problem-based learning exercise and the development of practical leadership skills including listening, persuading, giving feedback, coaching, and making presentations.
- Participants will use a reflection and personal action planning workbook to record their learning as they progress through the course.
- The course will be conducted in English.

Pre-course reading

Two items of pre-reading will be provided. Participants will be expected to come to the short course ready to discuss these.

Pre-course assessment of development needs and interests

Participants will be asked to complete a questionnaire before attending the short course. This will be used to gain information about participants' interests and perceived development needs.

Pre-course Task 1

Participants will be asked to produce a brief description of an aspect of the work of their school which they regard as particularly successful

Pre-course Task 2

Participants will be asked to describe something in their school which represents a problem for management.



Intensive short course (5 days)

Day 1

Introductions

Ground rules and learning methods

Interactive workshop:

Who is an effective principal?

What expectations are placed upon principals in India and in the UK?

What part is played by leadership in meeting those expectations?

Why is effective leadership important?

Introduction to the Problem Based Learning Task

Plenary address: Leading Where? Vision and Values

Day 2

Problem Based Learning Task

Interactive workshop:

Strategic management of resources

Skills development session: sharing successes and challenges

Managing people: including dealing with difficult situations

Plenary update on emerging issues in school education: this session co-presented with CBSE

Day 3

Interactive workshops:

Leading teaching and learning

Leading professional development

Problem Based Learning task

Plenary session on introducing/strengthening a coaching culture in schools

Day 4

Paired coaching activity

Interactive workshops:

External relations and partnership with parents and communities

Strategic planning and strategic delivery

Preparation of presentations

Plenary address: Leading How? Vision to Reality

Day 5

Group Presentations. This activity will be co-facilitated with CBSE
Reflection and Personal Action Planning
Preparatory work for post-course task: preparing a strategic development plan
Course evaluation and closure

Practical application task

Participants will be expected to complete a strategic planning task in the period immediately following the course. The submission of this task will trigger the release of the Certificate of Completion.

A NOTE ON PROBLEM-BASED LEARNING

Problem-based learning is a form of learning which helps to develop individual and group skills which are relevant to people in senior management positions.

Participants are put into groups. The group is presented with a problem and has to come up with a solution, and then present that solution persuasively. This work is carried out over several days, through a series of tasks. As in real life, there are rules controlling how each task is to be done. Also as in real life, some details of the tasks are only given at the time, without prior warning.

In order to complete the challenge successfully, the following rules must be observed.

All members of the group have equal status

All members of the group must make a full contribution, although the group can agree to allocate particular functions to particular members.

Decisions are to be reached by agreement.

Any disagreements are to be resolved within the group.

The solution presented must be supported by the whole group.

Provided that these rules are followed, the group is free to choose its working methods. For example, a group might decide to take turns to act as 'chairman'. A group can decide that for part of the time, they will split up and work on individual tasks before coming together again. A group can take any reasonable steps to complete the tasks well, such as having additional meetings outside the working day, or accessing sources of information.

INTRODUCING OUR TEAM

Dr Raphael Wilkins (Course Leader)

Raphael Wilkins is Pro Director (International Consultancy and Knowledge Transfer) and Director of International Affairs in the London Centre for Leadership in Learning, Institute of Education, University of London, and is also President of the College of Teachers. Before joining LCLL in 2006 his career included teaching; education officer roles in four local authorities including over 12 years in Chief Officer level posts; national roles with Parliament and the local authority associations; six years of senior level consultancy, research and writing; and attachments to a number of universities. His work in local government included establishing a new local education authority, and also designing a learning campus cited as 'Britain's most innovative school'. Raphael has significant experience of working with Ministers and other senior decision makers, and of designing and leading development activities for senior education leaders.

At LCLL he is responsible for the development and management of international consultancy and related third-stream activity. Raphael's main specialism is education leadership and change and he has published extensively in this field. His international consultancies include projects in China, India, Saudi Arabia, Pakistan, Yemen, Southern Sudan and Mexico.

Carol Taylor

Carol Taylor is the Programme Leader: Strategic Professional Development at LCLL. Carol was a professional development (PD) leader and Deputy Head until 2006 presenting her school's approach to PD at a South-East regional conference in 2005. She has extensive experience of working to support beginning teachers, newly qualified and graduate teachers and overseas trained teachers working as a programme facilitator and assessor for the Institute of Education and University of Hertfordshire.

Carol currently works with schools and local authorities - both locally, nationally and internationally - in supporting the professional development of the school workforce. She is the co-designer with Vivienne Porritt of the highly successful Innovative Leadership of CPD, an M level module: MA Leadership (IOE). Carol is the lead facilitator on this programme which was commissioned by London local authorities as part of the Teacher Development Agency (TDA) Leadership of Continuing Professional Development (CPD) project. Carol is also the co-leader and a facilitator of 'Aspiring to Leadership' - a tailored professional development programme that plays a key role in the succession planning strategies for several London local authorities. She is also the project leader for the LCLL's innovative approach to improving performance management and a current focus of her work is on supporting schools and clusters to develop collaborative professional development opportunities. She was a regional consultant for LCLL within the TDAs Effective Practices national programme and she has published in various articles, most recently in Earley, P. and Porritt, V. Effective Practices in Continuing Professional Development. Lessons from Schools (2010).

Karen Spence-Thomas

Karen Spence-Thomas is Programme Leader for CPD and Aspiring Leaders at the LCLL. She is also responsible for developing innovative approaches to the Graduate Teacher Programme (GTP) at the Institute of Education, designing tailored support for GTs across clusters of schools in London. Prior to this, Karen taught and held senior leadership roles in London schools for 20 years until 2004 and was part of team that established a highly successful new sixth form centre during that time. Her experience in working with the 14 to 19 age range then led her to work as a consultant for a number of local authorities before joining the LCLL in 2008.

Karen has a particular interest and experience in designing and facilitating tailored leadership and professional development programmes; improving teaching and learning through observation and coaching; curriculum innovation and strategic planning in the 14 to 19 phase. She teaches on the MA Leadership at the LCLL (Aspiring Leaders and Innovative CPD Leaders modules) and, along with Carol, leads sessions on evaluating impact and an innovative approach to improving performance management. She is currently developing a professional development programme for schools and clusters to support teachers working collaboratively by engaging in action and enquiry research.

