

1	Awarding Organisation	UK Skills
2	Teaching institution	UK Skills accredited training body
3	Accreditation details	Not applicable
4	Name of final award	UK Skills Certificate of Attainment
5	Programme title	Standards and Benchmarking for School Excellence
6	Date specification produced	23 August 2022

Implementing agency

UK Skills Ltd, (UK) 18 Goddards Close, Cranbrook, Kent UK TN17 3LJ and working in India through our collaborator Education for Employment Foundation, and working with a consortium of providers from the UK and India principally Penta International at Penta Consulting.

Background

We believe that because of the limited impact of previous school inspection and accreditation projects, many school leaders are suspicious of the words and ideas. There is nevertheless a great desire on the part of many to attain the highest standards. This course sets out to demonstrate how using quality assurance techniques, rigorous self-evaluation and international benchmarking, schools can embark on and make progress on a journey of continuous improvement.

The overall purpose of the virtual Leadership Programme series is to extend the understanding and use of standards and benchmarking to support school improvement strategies across India.

Penta International Ltd (a UK-based internationally recognised school accreditation agency with experience in the Middle East, India and beyond) and UK Skills (an organisation enabling best practice, quality educational resources and innovative systems to be brought from the UK to India) present an online training course in Standards and Benchmarking for School Excellence, as

- a series of virtual training events/virtual Leadership Programmes,
- each event to be twelve virtual Leadership Programme sessions of 1½ hours, spread over 12 working days, and each hosted by an international expert,
- for each session, there will be an online lecture with reading materials, and self-evaluation tasks, and
- a formal assessment leading to certification will be conducted at the end of the 12 sessions.
- Certification only available for those who pass.

Goals

This is a virtual training course for school leaders and others to improve school performance and classroom learning, to raise grades, to lift morale and to improve school standing

- i. We aim to demonstrate the central role played by setting standards within a school to drive a policy of continuous quality improvement
- ii. We will show how the use of benchmarking stratagems can speed up the rate of school development, to meet better the needs of the students

Learning outcomes

Participants will

- iii. learn about international and national best practice in setting of standards for school improvement,
- iv. understand more about how benchmarking against external institutions informs learning and teaching at your school,
- v. develop new skills and strategies for supporting a culture of continuous enhancement of academic standards,
- vi. acquire a greater awareness of school improvement protocols nation- and world-wide.

Teaching methods

The course is divided into 12 learning sessions which will be structured and conducted under the following philosophy, followed by a summative online, multiple choice test.

- Each of the 12 sessions will be a tutor/speaker led session lasting between 60 minutes and 90 minutes.
- Sessions will either be
 - plenary to whole class, or
 - split into 2 parallel sessions, one for those delivering to grades 1 to 8, one for those delivering to Grades 9 to 12.
- Each session will be delivered on successive working days after the end of the normal school day
- Each speaker/tutor will present on his/her subject on a digital training room accessed by delegates through their computer browser.
- Interactive approach with a sharing of experience to underpin knowledge and skills covered by the course materials.
- Instruction followed by group discussion and individual reflection.
- As well as instruction, individual exercises (reflection) and group exercises will form a significant element of this course.
- A certificate awarded at the completion of the course for those completing and passing the online, multiple choice summative test covering the 12 sessions.
- A set of notes given to attendees at the end of each session, these are copyright protected and delegates are asked to keep these for their own use only.
- External reading and notes for reflection will be distributed before each session of the course.

Entry Requirements

A course designed for those in a working in schools from Grade 1 to 12 in a leadership or management role, including those supervising other teachers and providing senior level support for school leaders and faculty.

Overview:

UK Skills, Education for Employment Foundation and Penta International are planning to run a series of virtual training events, each event to be over twelve sessions on the subject of Standards and Benchmarking for School Excellence, to improve academic and administrative school performance and hence improving learning, raising grades, and improving morale amongst staff and the standing of the Institution in society.

Each session will last approximately one and half hours and will be transmitted using teleconferencing software.

Each session will comprise either one or more experts discussing a specific element of standards and benchmarking followed by Q&A, or a discussion panel on a specific element of standards and benchmarking.

The pilot Course has 3 objectives, that the content is appropriate, the correct audience is being reached and the logistics of delivering the course as a digital event is working.

A formal assessment of registrants will be conducted at the end of the twelve sessions, and a certification will be issued to those successfully completing the course and the assessment.

Speakers and Panel members will be drawn from experts in their field in either the UK or India but will focus on the requirements of all Indian schooling up to K12.

Registrants for the course will pay a fee to be agreed.

The benefits for the Schools will be a clearer understanding of: -

- 1) how to set educational & administrative standards in a school, and how to benchmark performance against others,
- 2) the implications for curriculum and the quality of learning, and the role of leadership in an educational institution,
- 3) the spiritual and related development of pupils and their welfare and associated issues and concerns,
- 4) the implications for the school infrastructure,
- 5) the provision for timely and responsible data to stakeholders including parents, and the management, processing and understanding of data about student achievement and
- 6) the repercussions of the COVID 19 outbreak.

Future possibilities

- We anticipate that the programme can be rolled out throughout India;
- It may be desirable to follow up the webinars with a series of face-to-face conferences, once we are done with Covid-19;
- It may become possible to package the webinars into a course that could be used internally in schools throughout the world.

Programme Outline/List of Sessions

Each session lasts 60 to 90 minutes, unless otherwise stated sessions are plenary sessions.

Day 1. Introduction - standards and bench-marking for school excellence

Giving a greater understanding of the positive role that external and internal validation of schools and educational institutions can play in improving school performance, standing and reputation.

Day 2. Curriculum – quality, breadth and balance

Few would doubt that the curriculum is an essential part of school life. Without this a building full of teachers, leaders and pupils is not a school. Yet there has been a lack of reflection on the design, content and implementation of curriculums in recent years. This session focuses on the greater understanding of how the curriculum underpins learning and drives the success of a school and its students.

Day 3. The quality of learning, teaching and assessment

Looking at the measurement/attainment of learning and how this supports the successful development of learning and teaching in the institution and for the individual student.

Day 4. Spiritual, moral, social and cultural development

Considers how to monitor and measure the school's impact on students' personal development and how the student can derive meaning, purpose, and direction in their life.

Day 5. Welfare, health and safety.

Covers the measures to promote the welfare, health and safety of the students, including child protection with respect to regulatory and cultural requirements. The importance of a health and safety policy, and the greater importance of good practice.

Day 6. Suitability of proprietor and staff

Staff recruitment – safety and excellence. Explores ways of making sure the staff appointed to schools are appropriate and how police and other checks can help to keep students safe. More required

Day 7. Premises, resources and accommodation

The adequacy of the premises and the educational accommodation for securing the health and safety of all students. The suitability of the accommodation for effective teaching and learning for all students. What to look for when you are monitoring the primary learning environment.

Day 8. The provision of information for parents, carers and others

Judging the quality of the school's interaction with and information for parents and carers.

Day 9. Leadership and management, the effectiveness of the school's leadership and management

What is the impact of the leaders and managers in your school? What are the skills, behaviours and capabilities of school leaders, owners, managers, can enhance school performance and the achievements of their students.

Day 10. Covid 19 effect on schools - virtual and personalised learning

How will students learning process will be different? How can educators engage with students? Can technology alone develop relevant skills?

Day 11. Data analytical tools

Harnessing the tools and techniques of data analytics can give education providers greater insight into the factors that affect their students' performance. Learning analysis technology can predict their likelihood of academic success and course completion, with a high degree of certainty. This session shows how data analytics tools present information about student progress, staff training strategy, and school evaluation and improvement.

Day 12. What is school excellence?

Closing review session, what we have learnt, what we can take away.

Proposed Speakers/Tutors

Dr Mark Evans. Dr Mark Evans studied Psychology at Oxford University, has three Masters degrees and a doctorate. He has been a headteacher, principal and taught all ages. In 1995, he became the youngest school inspector in the UK. He helped set up a company that inspects schools for the UK government, in UK and overseas. He has been an educator and a champion of the highest education standards for 40+ years.

Jon Munt. Jon Munt, founder and Director of SchoolVUE and Covue's Education Services providing outstanding support and advice for our education customers in the variety of areas. A former Maths Advanced Skills Teacher and School Leader, Jon has immense experience and understanding of school leadership, curriculum, assessment and teaching, and a proven track record of designing, implementing and managing cutting edge technology and data services for Education.

Colin Dyson. Colin is one of the most experienced school inspectors working internationally today. He has been a headteacher and principal in the UK and overseas. A pioneer of online education, he is much in demand as a trainer and consultant. He is the senior inspector and consultant at Penta International.

Nicola Walsh. Nicola is an experienced teacher, principal and school inspector with over 30 years' expertise in early years and primary education. Nicola has evaluated schools as an Ofsted Inspector in the UK and schools in the United Arab Emirates for the Ministry of Education in Dubai. She currently leads British Schools Overseas (BSO) inspections internationally for Penta International. Nicola writes monthly for a leading business magazine in Sri Lanka on education topics and is the senior teacher, academic, Primary and Early years for the British Council in Sri Lanka.

Dr. Rajesh Hassija more than 35 years experience in education, a great leader and a visionary. Dr. Hassija, Managing Director of Indraprastha Schools has been a key influence with CBSE and has designed and developed syllabi as well as course books for the same. Felicitated with the National Award, 2003, by the then President of India, Dr Kalam. Dr Hassija has also been bestowed with Dr. Sarvpalli Radhakrishnan Award & Life Time Achievement Award, among others. He has been listed as one of the Education Stalwarts of 2019 by Education Today

Dr. Chandrashekar D P, has over 17 years of experience in the education space and serves as the CEO of the Jain Group of Institutions. He is a REX Karmaveer Global Education Change Champions Fellow 2019 and was ranked 7th in Education World's ranking of 33 Young Rising Stars of Indian Education in March 2017. Chandrashekar is currently on the CII – Yi National Management Team as the Chair for Thought Leadership. A TEDx Speaker and a 'Presidents Distinguished' District Director of Toastmasters International. Chandra is an alumnus of IIM, Lucknow.

Arijit Ghosh has a rich experience in the fields of policy advocacy, academic research, teacher training, large-scale assessments, teacher audits, curriculum design on 21st century skills and digital innovation in work space, his biggest strengths lie in mentoring action researchers to bring change in the classrooms and guiding leaders to bring about systemic changes in the schools. He has successfully managed several capacity-building programmes, mainly in the area of 21st-century skills involving organisations like DfID, MacArthur Foundation, UNICEF and multiple state governments. He has held senior positions at Macmillan Publishers India Limited, Pearson Education and British Council India. He is currently the Vice President at Education Quality Foundation of India.

C B Mishra. Prudence Group of Schools, is a CBSE mentor. Dr Mishra is the founder secretary of Indraprastha School Sahodaya. He is an Executive member of Action Committee of unaided recognised private schools. Dr Mishra is an academic committee member of Bhartiya Vidyapeeth University and Shiats University. He has presented several papers on stress management, relationship between technology and education, entrepreneurship management and innovation, school leadership and values, women in corporate world.

Ashok Pandey. Mr. Ashok Pandey, Principal, Ahlcon International School has worked in the School sector for the past 30 years. During his long career he has worked with many prestigious organisations such as Mayo College, Ajmer, Delhi Public School, Jammu and Indian Embassy School, Saudi Arabia. He appears regularly in print and electronic media, he has authored several articles, research papers, book reviews on subjects related to education, teacher development and technology.

Ian Taylor. Ian is the National Leader for Mathematics and Numeracy at the Academies Enterprise Trust and has built the Mathematics and Numeracy Team over the last four years, attracting highly esteemed colleagues to form an innovative and highly effective team. Ian started teaching in one of the country's most challenging schools based in one of the country's most deprived towns, enjoying success both with achievement and quality of lessons. Ian thoroughly enjoyed the role of engaging extremely challenging young people to understanding the importance of learning and achieving mathematical success. Ian has supported primary and secondary schools throughout the country since 2007 sharing his models of leadership and teaching.

Sessions in programme will be chaired/moderated by

Dr Tejwant Chhatwal, PhD Dr Tejwant Chhatwal is a qualified developmental psychologist and a scholar from Stanford University, specialising in Multiple Intelligence Practice; certified soft skill trainer by Carnegie Mellon University. He has conducted over 2,700 workshops at more than 800 institutions.

Jeff Ross. Jeff Ross is an educational project manager and consultant with expertise in e-Assessment, e-learning and the use of IT and internet technologies in education, learning and training, including instructional design and qualification development.

John Kerr. John Kerr is former CEO of the Edexcel Foundation. At the Edge Foundation John sponsored 3 city academies and commissioned the Edge Hotel School. John is advisor and strategy consultant for a number of government agencies and private education bodies in UK and internationally.

Course designed and constructed by Dr Mark Evans and Dr Tejwant Chhatwal

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