

Leading the Way 2004-2006



Leadership for the Learning and Skills Sector



Our focus

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Acknowledgements

CEL would like to thank all those people and providers who kindly contributed to the production of this document, including the DfES, College of North West London, Fiona Bartels-Ellis, Somerset Adult Learning & Leisure, Aylesbury College, Crossways Academy, Highbury College, Network for Black Managers, Ashridge and Highland College for providing photos.

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"Success for All aims to drive up quality across the learning and skills sector. Excellent leadership is critical to the achievement of this goal."

Dr Kim Howells, Minister of State for Lifelong Learning, Further and Higher Education

and purpose

The Centre for Excellence in Leadership (CEL) was launched in October 2003 as a key national agency within *Success for All*, to foster world-class leadership within the learning and skills sector.

In partnership with sector leaders, CEL has an exciting and crucial part to play in contributing to the Government's vision to position UK leadership as world class by 2010. CEL's remit is to promote and support leadership improvement, transformation and capacity building across our sector and to provide outstanding leadership for learners and employers. A key aim is to improve the diversity profile of leaders in the sector.

With the appointment of a chief executive and senior management team in April 2004, our first priority has been to formulate CEL's vision, values, mission, strategic aims and critical success factors as articulated in this strategic document.

The purpose of this document is to share our vision with CEL partners and staff, providers across the learning and skills sector, the Department for Education and Skills, the Learning and Skills Council and all the associations, organisations and bodies dedicated to the success of further education in the UK. We are clear that we can succeed only to the extent that all our partners, staff and providers work together to achieve CEL's common aims, outcomes and impact described in this document.

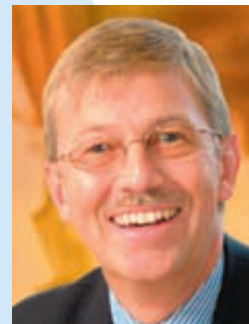
We believe that excellence in the leadership of teaching and learning is fundamental to the sector, alongside effective leadership of learners, staff and organisations. CEL serves existing and potential future leaders at all levels across all types of provider in the learning and skills sector, including FE and sixth form colleges, work-based learning providers, adult and community learning providers, specialist colleges and the voluntary and community sector.

We welcome the Minister's stated aim of empowering the sector, the recent proposals for self-regulation and the call for transformational leadership at all levels.

We are passionate about delivering significant benefits to sector leaders.

We will pursue our goals with vigour and with energy. We will be imaginative and innovative, flexible and responsive, inclusive and collaborative. We will seek to be professional in all that we do, demonstrating competence and delivering value. We will build and strengthen relationships with all our stakeholders, and we will persevere in times of difficulty. We will recognise, reward and celebrate achievements. Above all, we will listen.

The following pages illustrate how we intend to translate CEL's purpose into reality in the interests of the 600,000 staff and the six million learners whom we serve across the sector. We hope that you will engage with CEL so that, together, we can foster and live outstanding, world-class leadership for our learners and employers.



A handwritten signature in black ink, appearing to read 'D Marshall'.

David Marshall Chair



A handwritten signature in black ink, appearing to read 'Lynne Sedgmore'.

Lynne Sedgmore CBE Chief Executive

A New Leadership

A photograph of a group of people in a meeting. In the foreground, a woman with dark curly hair is speaking, looking towards the right. Behind her, another woman is visible, also looking in the same direction. The lighting is warm and focused on the subjects.

.....
"We urge CEL to take forward a fundamental debate on the nature of modernisation and accountability of leadership within a sector that is less bureaucratic."

Bureaucracy Review Group, annual report 2004

Voice

Sector leaders have much to be proud of, and we are confident that by continuing to work together to deliver the outcomes outlined in this plan, we can achieve even more for our learners, staff and employers.

In addition to measurable outcomes, CEL wants to encourage a clear, confident and consistent leadership voice that represents the sector and provides a respected and valued source of advice to policy-makers and practitioners on key leadership issues and developmental requirements.

We have already opened debate and engaged in rigorous dialogue with sector leaders in a range of forums. We intend to:

- Ensure the delivery of our five strategic aims and outcomes, as articulated within this document
- Satisfy the leadership development and organisational needs of all providers in the sector
- Place the leadership of teaching and learning as the central focus of sector and provider leaders' activities and priorities
- Lead, influence and inform the national debate on leadership policy and issues within the sector
- Offer a range of forums for "Futures" thinking on sector leadership and the challenges faced
- Assert the value of a body of research into our own sector and establish strong evidenced-based research activity
- Develop an explicit leadership pedagogy to provide outstanding leadership development for the sector

"The leaders in our sector will shape the performance of the UK economy in 10 or 20 years' time ...I want to see the Centre gaining a reputation for generating and delivering excellent professional and career development programmes, for providing accessible, high quality and reliable services."

Jane Williams, Director of Teaching and Learning,
Department for Education and Skills

Vision, Mission



and Values

OUR VISION is of:

- World-class educational leadership for every learner
- Outstanding leaders, providers and partnerships
- Inspired learning, learners, employers and skills development

OUR MISSION is:

- To improve the standard of leadership, and the diversity and talent pool of leaders in the learning and skills sector

OUR VALUES are:

- **LEARNER DRIVEN**
Learners and their improved learning are the focus and purpose of everything CEL does
- **PROMOTING EQUALITY AND DIVERSITY**
CEL encourages, supports and celebrates all aspects of diversity
- **OUTSTANDING PROFESSIONALISM AND PERFORMANCE**
CEL strives for high standards with maximum impact and added value
- **INNOVATION IN ACTION**
CEL works in partnership to develop innovative and exciting learning solutions
- **INSPIRING STAFF**
CEL encourages all staff to develop, stretch and learn to their maximum potential

Strategic Aims

- 1** To improve the overall standard of leadership in the sector
- 2** To improve leadership of provider performance for learner and employer success
- 3** To improve the diversity profile of sector leaders
- 4** To improve the supply of leaders to address succession issues
- 5** To improve the quality and impact of research on leadership within the sector



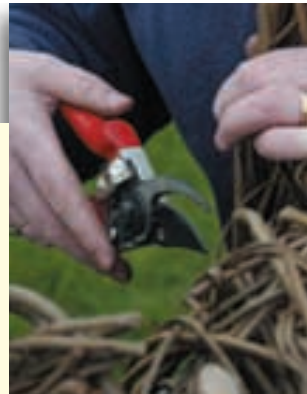
Strategic aim

1



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"Strong governance is at the heart of the Government's reform agenda. I am delighted to be able to support this programme as it will provide support that governing bodies have the right to expect during this demanding time, as leaders of this reform."

Dr Kim Howells, Minister of State for Lifelong Learning, Further and Higher Education, commenting on the Leadership Skills for Governance initiative



.....
"As a large ACL provider in a predominantly rural setting, we have welcomed the opportunity to address the challenges we face through the CEL *Roots to treetops* programme. The ACL sector faces significant changes over the next 18 months and adopting appropriate leadership strategies will be crucial to our future."

Steve Lay, Group Manager, Somerset Adult Learning & Leisure



.....
"My colleagues were very impressed by the knowledge, skills and experience of the team members. I personally gained a great deal from the discussions and feedback and I particularly liked the very practical and achievable nature of the recommendations."

Pauline Odulinski, Principal of Aylesbury College (SWOT)

To improve the overall standard of leadership in the sector

Standards of leadership affect the quality of learners' experience and achievement, as shown by the relationship between inspection grades for leadership and management and those for teaching and learning. One of CEL's strategic aims is therefore to strengthen those standards across the sector and thereby to support providers in delivering the best possible outcomes for learners and the communities they serve.

We will support sector leaders, at all levels, in their leadership development and practice. There is significant leadership excellence, innovation and good practice across the sector and we will use this to support providers in finding their own solutions and improvements.

We will introduce a range of new leadership services and interventions that draw on institutions, teams and individuals who are exemplars of excellent leadership. We will work with the sector agencies in partnership to deliver key projects and initiatives to support sector leaders. We will also investigate and draw upon good practice from outside the sector.

We will research and establish more sophisticated ways of assessing leadership and measuring improvement that are, to providers, a benefit rather than a burden. Our research will explore the value and impact of these measures and standards on leaders and providers.

We will introduce a national leadership framework clarifying the capabilities, accreditation and standards necessary to raise the bar of leadership across the sector.

This framework will help leaders at all levels to identify development needs that CEL will answer. We will develop clear requirements for the accreditation of senior leadership roles into the future and will support the Government's aim to ensure that all new chief executives have or are working towards a national leadership qualification by 2007.

We will seek to influence national policy on determining and measuring leadership – and particularly the work of the inspectorates, funding agencies and Lifelong Learning UK.

We will work towards establishing new leadership benchmarks for the sector.

Outcomes

- **Effective dissemination of excellent leadership practice across the sector from June 2004**
- **Clear leadership accreditation and progression routes established from 2005**
- **Sector leadership benchmarking introduced from 2005**
- **New sector leadership qualities framework introduced from January 2005**
- **Clear impact and improvement measures of leadership established and evaluated through research by July 2005**
- **2,000 leaders through CEL programmes by 2006**

Programmes and Services





Strategic aim

2



.....
"It helps you develop a greater awareness of conflict and communication issues and how best to improve your management of these."

Participant on *From management to leadership*, a programme aimed at work-based learning providers, 2004

.....
"Excellent, stimulating and ultimately uplifting course."

"Probably the most relevant programme I have ever been on."

"This is the best out of all the courses I have ever attended. Very relevant, variety of teaching tutors with excellent skills to make everyone feel a valuable member."

"An excellent programme – all ACL managers/leaders should do it."

Participants on *Managing better* and *Leading adult learning* programmes (NIACE/FPM)

.....
"The *Roots to treetops* programme really appealed to us. We liked the idea of a flexible programme that wouldn't be prescriptive. We would work in partnership with CEL, and the consulting team would spend time getting to know and understand our organisational needs and issues... The success of any programme is down to the people, and we were very impressed."

Anna Openshaw, Director of Human Resources, College of North West London

To improve leadership of provider performance for learner and employer success

We are building innovative organisational and leadership development interventions with provider leaders and staff to effect significant change and improvement.

Effective leaders and teams, at all levels, are central to ensuring learner success and meeting the needs of employers and the community. The pattern of provider success continues to be “patchy” with too many providers still requiring re-inspection.

We welcome, at all levels, our remit to support the improvement of leadership, and are committed to supporting every provider, at whatever stage it is on its leadership learning curve and performance.

We will work with providers to improve inspection profiles, learner success rates and employer satisfaction and will encourage provider plans to develop specific actions and measures to improve the evaluation, effectiveness, impact and practice of leadership. We will emphasise the importance of building and sustaining effective teams in the improvement of provider performance.

We will work with Lifelong Learning UK to ensure that our programmes and services meet the needs of community-based learning and development, further education and work-based learning providers.

We have already delivered leadership support and intervention teams for colleges in difficulty. This is in addition to *Roots to treetops* and *Modular management* in-house programmes for a range of providers.

We acknowledge the critical importance of governance in setting targets and monitoring provider performance, especially with respect to the quality of teaching and learning, and the responsibilities of governance for setting performance objectives for senior leaders and managers which are likely to influence objectives set for middle managers.

How we add value to the sector and to provider organisations is central to our mission. CEL will develop clear measures to inform and direct how we make a

difference to the leadership of individuals, organisations and the sector and assist providers in improving their service to their customers.

We have a comprehensive evaluation unit to carry out this pioneering work and will evaluate – systematically and vigorously – what we do against new measures. We will investigate and clarify the multifarious influences on provider performance and measurement of leadership impact to influence the work of sector agencies.

Outcomes

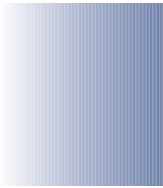
- **Two regional pilots to identify leadership improvements in provider organisations and partnerships from January 2005**
- **Toolkit on good practice produced by May 2005**
- **The development of CEL impact measures by June 2005**
- **100 providers using CEL’s organisational services to deliver measurable improvement by 2006**

Programmes and Services





Strategic aim 3



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"I am very excited and pleased that the Black Leadership Initiative will be working under the auspices of CEL, and have no doubt that this partnership will help BLI to build upon its past successes. I am really looking forward to seeing a range of great interventions, and to witnessing and sharing the growth of cultural diversity in leadership within the FE sector. The BLI model is an active one, designed to achieve real results, and I applaud and welcome it."

Anthony Bravo, Principal of Crossways Academy, Lewisham



.....
"There are many talented and well-qualified black and minority ethnic managers who would make very able principals, but few of them get the broad experience and the recognition for the work they have done to enable them to move vertically. CEL clearly takes the issue of diversity very seriously, and I believe that its many initiatives will have a very positive impact in terms of improving the diversity profile of senior leaders in the sector. This in turn should help to improve the supply of leaders and ease the succession planning problem."

Stella Mbubaegbu, Principal and Chief Executive, Highbury College, Portsmouth



.....
"We are working with CEL to ensure that its research, curriculum design and delivery are exemplars of diversity, and together we will seek to influence principals, corporations, governors, chairs, senior staff and the leaders of tomorrow to genuinely reflect the changed demographic landscape of our country."

Robin Landman, Secretary, Network for Black Managers

To improve the diversity profile of sector leaders

CEL is committed to improving diversity as a fundamental element of our suite of programmes and services. There are many existing diversity initiatives and targets in the sector, but there continues to be serious under-representation of minority groups, particularly at senior levels, across the sector.

CEL will develop and deliver a national sector leadership strategy to improve the diversity profile of our leaders. We will champion strongly the benefit of having a more diverse workforce.

We recognise that part of the challenge is about changing provider cultures and the attitudes of those who make appointment decisions. It is also about supporting and encouraging individuals – who sometimes lack role models to follow – to reach their potential.

We acknowledge that providers and staff, in partnership with the funding, planning and representative bodies, have a collective responsibility for bringing about real improvements in diversity. We will, therefore, challenge and support key agencies, provider organisations and individuals to bring about significant change.

We are delighted to be working closely with the Black Leadership Initiative within CEL.

We will work with providers to identify how the diversity profile of their future leaders can be improved. We will provide mainstreamed but supported opportunities and positive action programmes to identify, nurture and support individuals.

Understanding and improving diversity is a key element of our research activities.

We will focus on five key areas:

- Encouraging, supporting and developing more individuals from under-represented groups to step into their leadership potential
- Leading on sector-wide leadership diversity strategy

- Improving the diversity of CEL as an employer and as an organisation
- Working in partnership with provider leaders and agencies to take responsibility for and to deliver real change
- Strongly influencing the achievement of targets on leadership diversity

Outcomes

- **A sector-wide leadership diversity strategy launched**
- **Measurable positive impact on improving the diversity profiles of provider leaders and governing bodies**
- **Improved recruitment and management practice in providers leading to a more diverse and empowered workforce at all levels of provider organisations**
- **Active take-up of subsidised places by under-represented groups**
- **At least 20% of participants entering and completing CEL programmes annually to comprise those from under-represented groups**

Programmes and Services





Strategic aim

4



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"What I really like about the CEL *Postgraduate diploma* programme is the way in which the course incorporates the real world of work issues that affect everyone during the day to day running of a college. The support one gets is second to none with individually tailored personal development needs that are co-ordinated by management coaching experts."

Kevin Grindley, Manager of Guidance and Admission, North Warwickshire and Hinckley College.

.....
"*Leaders of teachers* is an inspiring programme which has energised us to improve our own teaching and heightened our sense of responsibility to the profession."

Susan Edge, Advanced Skills Teacher, Stoke-on-Trent College.

.....
"CEL has an important role to play within the sector, and we want to encourage people to manage their own careers, to take responsibility and to recognise that progression is open to them. We welcome calls from leaders and managers at all stages of their careers and at all levels."

Julia Coleman, Manager of Careers Development Service, CEL

To improve the supply of leaders to address succession issues

There is an acknowledged, urgent and serious succession planning problem across the sector with significant numbers of leaders – particularly at senior levels – due to retire over the next five years.

There is growing evidence that there are fewer applicants for senior posts than ever before and that providers are having difficulty in finding people with the right skills and experience for leadership positions at all levels.

CEL will support the sector in addressing the problem.

Providers need to have strategies in place for developing and managing their leadership talent effectively.

Individuals need to be responsive to the challenge so that they can maximise their value and potential in meeting the need for leaders in the future.

We will develop and implement a national vision and strategy for succession planning and talent management. We will assess the problem and examine the current pool of leadership talent, and set targets against which our impact can be measured.

We will support, encourage and advise providers on how they can devise staff development and talent management plans, and will offer the programmes and resources to help them achieve their goals. CEL will provide individuals with the support, advice and development opportunities to broaden their skills and increase their potential, giving the sector a better and more flexible pool of future leaders. We will provide an enhanced career development service to support individuals in their professional development as leaders.

We will provide clarity by developing a comprehensive set of leadership qualities for the sector, which will help providers to assess their leadership talent and identify current and future gaps and development priorities and help individuals to identify their strengths and areas for development as leaders. We will also provide resources – including an enhanced careers development service – to support individuals in their professional development as leaders.

Recognising the vital role they play in helping to nurture future leaders, we will deploy coaching and mentoring to develop the talent pool in colleges and help ease the succession crisis.

We will develop new fast-track programmes aimed specifically at addressing the crisis at senior levels and the weak diversity profile of sector leaders. Our wider portfolio of programmes will challenge participants both to develop their individual talent and to support better talent management across their organisations.

Outcomes

- An enhanced careers development service launched in autumn 2004 with at least 2,000 participants by 2006
- A national succession planning and talent management strategy with clear targets launched in January 2005
- A national talent management service for providers introduced from January 2005
- More effective succession planning in providers with four pilots established by May 2005
- At least 500 senior leaders participating in CEL programmes by 2006
- At least 600 middle managers participating in CEL programmes each year

Programmes and Services





Strategic aim

5



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"The nature of leadership in the sector has been under-researched. I believe that our role is to conduct innovative research into leadership and management across the sector, from our core projects through to commissioning smaller practitioner-led projects and research from our other CEL partners."

Professor Steve Fox, Director of Research and Policy, CEL



.....
"We have always defined leadership as a core competence for our staff at all levels, and are delighted to be working closely with CEL. We have successfully applied for a CEL research grant to map the importance of lateral networks for colleges and the impact that highly developed networks have on leadership styles, and will use it to improve our own performance and feed the results back into the sector."

Professor Ed Sallis, Principal and Chief Executive, Highland College, Jersey



.....
"The research of leadership in the learning and skills sector has enjoyed less attention than it deserves. CEL's contribution should achieve a positive impact on the development of leadership and tomorrow's leaders."

Jane Williams, Director of Teaching and Learning, DfES

To improve the quality and impact of research on leadership within the sector

We recognise that the nature of leadership in the sector has been under-researched generally and we acknowledge that there are many innovative and effective leadership practices in the sector that warrant investigation, analysis and wider dissemination.

We are therefore committed to providing a research programme that investigates critically the nature of leadership, leading to a fuller understanding of the nature of leadership specifically in the sector.

We desire a meaningful, research-informed dialogue with the sector, through our research-based workshops, projects, conferences and practitioner-researcher funded projects.

Key questions we are addressing:

- What is the nature of leadership action?
- What are the technologies of leadership work?
- How are organisational strategies constructed?
- How are innovations in education and skills led within the sector?
- How do leaders experience leadership?
- How do “followers” – staff and learners at all levels – experience leadership?
- How is diversity accomplished in the sector and what does it mean for diversity leadership and diversifying leadership?
- Which leadership development practices are popular and why?
- How do specific leadership development practices configure leadership work?
- How do learners experience CEL’s programmes and related activities?
- What are educational leaders’ experiences of networking and e-learning?
- How does their experience relate to the networked society and the “network nation”?

Outcomes

- A new body of internationally-recognised knowledge developed with the sector from 2004
- The development of clear impact measures within CEL’s programmes and organisational development activities through this new leadership knowledge from 2004
- Building of a research practitioner community through projects funded within the sector to disseminate new leadership thinking from 2005
- Informing understandings of public sector leadership from 2005
- Raising the profile of the sector and its leadership within the UK and internationally to encourage new leadership recruits and succession from 2005
- Raising the quality and depth of leadership research within the sector and leadership on the international stage from 2005

Projects and Services



Key Achievements



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"When I was working with the horses, it really struck me how much the style that I use changes when under stress. My behaviour focuses on pushing and pulling, rather than allowing. I couldn't believe the extent to which my body language gave me away. I have learnt so much from this exercise about the subtlety and nuances of leadership skills that I will definitely put into practice."

A participant at the Summer School, horse-whisperer session, August 2004

CEL has every reason to feel proud of its achievements since its inception in October 2003.

Learner Impacts

- Over 1,000 individuals have participated in CEL programmes
- Over 30 organisations are engaged in tailored organisational development projects
- Over 20 products and services have been developed in response to provider feedback
- Evaluation data, collated at the end of July from participant feedback forms for the first three programmes, indicated a high participant satisfaction rating of 87% for one programme and 96% for the other two
- Extensive and positive verbal feedback and acknowledged added value for individuals and leadership practice in providers

New Programmes and Interventions

- An innovative summer school and programme of masterclasses
- A new short programme – *Personal leadership journey*
- A new pilot programme for BME first line managers – *Aspire*
- Centre of coaching excellence established and a network of 25 CEL coaches and 28 CEL mentors
- An induction programme tailored to meet the challenging roles and needs of new principals
- A new sector-specific Leadership Qualities Framework developed for consultation

Research Projects

- Over 300 research contacts made with the sector
- Seven key research projects established
- Twenty-one practitioner-led research projects commissioned to create a new community of practitioner researchers
- A leadership audit commissioned to assist in succession planning

Communicating with the sector

- An extranet for the learning and skills sector launched
- A new content-driven website launched
- Published the first edition of a printed newsletter
- Made over 70 visits around the country, meeting nearly 300 leaders and managers
- Chief executive Lynne Sedgmore has presented at 35 events and national conferences
- A range of articles in newspapers and relevant publications
- The establishment of a range of forums and focus groups



The Power of Partnership

A photograph of two individuals, a man on the left and a woman on the right, both wearing black aprons over white shirts and blue nitrile gloves. They are focused on their task, which appears to be making chocolate, as they are holding and working with a brown substance in a mold. The background is a warm, out-of-focus orange and yellow. The title 'The Power of Partnership' is overlaid in large white text across the top of the image.

CEL is an exciting joint venture and we are proud of the unique nature of our organisation. A new establishment, CEL has its own senior leadership team and core staff created from an innovative joint venture partnership between three leading-edge institutions, Lancaster University Management School, the Learning and Skills Development Agency and Ashridge Leadership Centre.

CEL is a company limited by shares – Inspire Learning Ltd – with a board of four directors.

Together we are creating and delivering an innovative and rigorous centre of leadership excellence with a wide range of programmes and services tailored to the specific needs and experiences of our leaders, managers and provider organisations.

We have a highly skilled, committed and energetic staff with a vast range of expertise in organisations, leadership development and research, and a committed team of support staff.

Lancaster University Management School

Lancaster University Management School (LUMS) has made a major contribution to management education since the establishment of the founding departments in 1964/5. Over this 40 year period, it has become established as one of the UK's exceptional business schools attaining a 6* research rating. In the UK, a six-star (6*) business school is one that is judged by the Higher Education Funding Council for England (HEFCE) to be a centre of world class research in business and management. LUMS offers an extensive range of broadly-based and more specialised programmes for undergraduates. For postgraduates, it differs from most business schools in offering a large portfolio of both specialist and general Masters programmes in addition to an AMBA-accredited MBA. For more advanced and research-oriented study, it offers one of the largest ESRC-recognised MPhil and PhD programmes available in the world.

Ashridge

Ashridge, one of the world's leading business schools, is renowned for its excellence in executive education, research and consulting. In the current Financial Times rankings for Executive Education, Ashridge was placed in the global top 30. It offers a combination of open programmes for individuals and tailor-made programmes for organisations from both the public and private sectors. Ashridge offers qualifications including the full-time and part-time MBA, which is aimed at middle to senior managers.

Ashridge offers a different approach to executive development and learning. Through pioneering the philosophy of practically applying leading-edge business thinking, Ashridge has created some of the world's most exciting learning and development programmes.

Learning and Skills Development Agency

The mission of the Learning and Skills Development Agency (LSDA) is to improve the quality of post-16 education and training in England, Wales and Northern Ireland. LSDA does this through research to inform policy and practice, through helping to shape and communicate education policy, and through improvement and support programmes for organisations that deliver post-16 education and training.

Other partners

In addition to our primary partners, we are working in close collaboration with key sector agencies, in particular the DfES, Lifelong Learning UK and the Learning and Skills Council (LSC). We are building on national, regional and local structures to enable maximum reach and impact across the sector. Currently, we have projects under way with:

- Association for College Management (ACM)
- Association of Colleges (AoC)
- Association of Learning Providers (ALP)
- Black Leadership Initiative (BLI)
- Local Adult Learning Providers' Network HOLEX
- National Association for Managers of Student Services (NAMSS)
- National Institute of Adult Continuing Education (NIACE)
- Network for Black Managers (NbM)
- Principals' Professional Council (PPC)
- Promoting Excellence
- The Offenders' Learning and Skills Unit (OLSU) – a DfES unit

Advisory Group

CEL has an advisory group comprising over 20 members representing all aspects of the sector. This provides guidance and support on policy, strategy and delivery issues, and meets three times a year.

E-learning and Blended Delivery

22

In order to develop and deliver high quality and effective e-learning across our leadership services and programmes, our main approach will be to focus on the pedagogical, social, managerial and technical issues concerned. Our intention is to:

- Promote e-learning as an effective tool for the facilitation of Leadership Learning
- Develop a learning platform and environment which promotes an active and participative approach to learning
- Develop a strategy for best practice in the development and delivery of leadership e-learning within the learning and skills sector
- Provide e-learning as a means of enabling learners to study 'chunks' of learning appropriate to them and at a pace they can manage within their busy schedules
- Provide tutor and technical support which promotes a culture of learner-driven learning
- Make e-learning sustainable by developing re-usable materials and ensure the easy integration of materials into new e-learning solutions and technology
- Enable the appropriate evaluation of e-learning materials development and delivery

CEL is currently carrying out an investigation of e-learning and has brought together a team to develop e-learning materials in the initial instance, with a future focus on implementing a new e-learning infrastructure and culture for sector leaders.

CEL's Evaluation Strategy

CEL's approach to evaluation is based on the principle that it should make a difference. Evaluation is therefore integral to all CEL's activities, programmes and services and will inform their development. To this end, all CEL's programmes will be evaluated in terms of participant/client profile, customer satisfaction and impact at a number of levels.

Levels of impact

Activities will be evaluated using current and longitudinal approaches in terms of:

- The breadth and diversity of the sector which they reach and engage
- The learning of individual participants and the impact of that learning on professional practice
- The contribution which participation in CEL activities is making to provider and sector improvement, and therefore to the experience and achievement of provider students

Different aspects of effectiveness

CEL's evaluation strategy will take account of the multiple dimensions of effectiveness, in order to address the question "what works?" Using quantitative and qualitative methodologies, the evaluation process will consider issues of impact on participants and teams, provider improvement, value for money and cost-effectiveness, contribution to the promotion of diversity and integration with research activity.

Different stakeholder perspectives

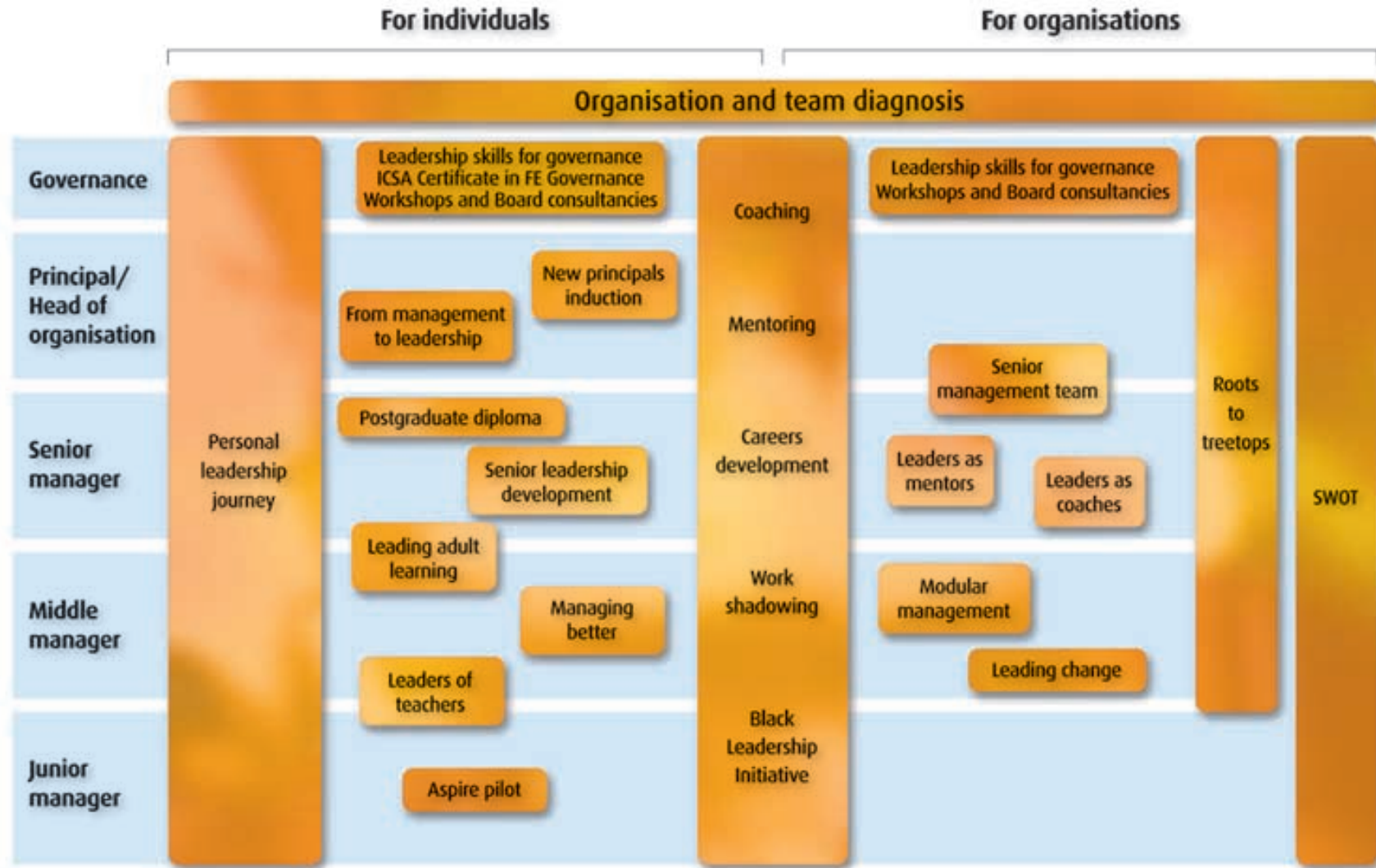
Evaluation will take a multi-stakeholder approach in establishing the impact of CEL's activities. This will involve, for example, researchers, colleagues, employers, funders and customers of participants, as well as the participants themselves.

Evaluation will thus provide insights and inform development at individual, organisational, local and national levels, as well as enabling CEL to achieve its strategic purpose of raising leadership standards in the sector.

“More than \$36 billion is spent worldwide on leadership development. There are many stories of how it contributes to organisational performance but to date, little research has been undertaken on the impact of leadership development within the learning and skills sector. Evaluation forms a crucial part of delivering our vision. We will monitor progress, measure value and seek continuous improvement in programmes, projects and services. We will evaluate CEL's activities in terms of customer satisfaction and impact at individual, organisational and sector level.”

Sue Roberts, Evaluation Project, CEL

A CEL Route Map to Programmes and Services



Programmes and Services

In order to achieve its strategic aims, CEL will work with the sector to provide a range of activities targeted to meet specific requirements within the sector, including:

- Programmes designed to address the needs of both individuals and organisations
- Events that provide a forum for discussion and the sharing of best practice
- Tailored interventions with institutions that are built on a long-term partnership with CEL
- Supporting services such as careers advice, mentoring, coaching and work shadowing

Programmes for individuals

Postgraduate diploma

The *Postgraduate Diploma in Business Administration (Education)* is aimed at aspiring senior managers who typically have a first degree or equivalent qualification. The course enables participants to apply the new skills and knowledge acquired during each module for the immediate benefit of their providers. The diploma links to an MBA (Education) and will be of particular interest to applicants who wish to further their academic qualifications. The aim of the programme is to develop individual and collective capability to meet institutional strategic and operational goals, to create a network of leaders who can manage cultural and organisational diversity in a turbulent environment, and to provide a progression route for learners who already have an appropriate qualification.

Senior leadership development

Senior leadership development is a professional development programme for the principals and chief executives of the future. Modular in design, the programme is structured around four core residential modules, one review module and one practice-based module, usually taking place over four terms. It provides a challenging and stimulating learning experience that increases the capacity of its participants to become successful and effective principals and chief executives.

From management to leadership

This programme is for chief executives and senior managers in the work-based learning sector and comprises three two-day modules and a further one-day session. It focuses on leadership based on you as the leader, leading teams, leading learning and making the transition from managing the business-to-business leadership.

Managing better

Managing better is an exciting and innovative management training programme for Adult and Community Learning (ACL) managers developed by FPM and NIACE and delivered in collaboration with CEL. Part-funded by CEL, this programme aims to equip participants with the management skills, knowledge and understanding needed to deliver effective, quality driven services to adult learners and the wider community.

Personal leadership journey

The *Personal leadership journey* is a new introduction and has been designed to meet the need for a programme that focuses strongly on individuals and can be delivered quickly and cost-effectively. Leaders take part in an intensive “voyage of discovery”; exploring the strengths and the attributes that they bring to their roles and the direction that they would like to set for their future leadership journeys. The programme focuses on both the professional and emotional reasons why people will follow you and how you can build on those attributes.

ICSA Certificate in FE Governance

As part of the Leadership Skills for Governance initiative, this programme ensures that clerks receive specific training through the continuation of the ICSA Certificate in Corporate Governance in FE. This is delivered by virtue of a partnership between CEL and the Association of Colleges (AoC), whereby governance support is offered through a new FE governance website, a board consultancy service and a freephone help line.

Leading adult learning

Leading adult learning is an exciting and innovative leadership programme for adult and community learning (ACL) leaders, developed by FPM in partnership with NIACE and delivered in collaboration with CEL. This programme aims to equip participants with the skills, knowledge and understanding needed to lead effective, quality-driven services for adult learners and the wider community. It builds on topics covered in *Managing better*, covering them in greater depth and at a higher level.

New principals’ induction

New principals’ induction is a new three-day programme which recognises that the role of a new principal can be extremely challenging. It combines practical suggestions for performance improvement with exercises that allow key elements of the role to be discussed in an informed environment.

Leaders of teachers

The *Leaders of teachers* programme is for practitioners who have an initial teaching qualification and at least two years’ teaching experience, curriculum managers, team leaders and advanced practitioners. It has been designed to improve the quality of teaching and learning, and should enable staff to evaluate current professional practice critically and to explore and lead ways in which good examples of practice can be shared with colleagues throughout an institution. The programme is structured around six modules for the award of the Postgraduate Certificate in Advanced Teaching and Learning, or twelve modules for the award of the Postgraduate Diploma in Advanced Teaching and Learning.

Programmes for organisations

One-day diagnostic

The primary purpose of the diagnostic is to help the organisation identify and prioritise the main issues that are hindering its development and to understand the role of CEL in supporting future leadership development and performance. This intervention is especially useful at the start of any organisational development activity such as a structural review or merger. It aims to help participants identify internal and external 'enablers' and 'restrainers' and explore future development options for individuals, teams and the entire organisation.

Roots to treetops

Roots to treetops represents a fresh approach to organisational development that has been developed in response to the diverse needs of the sector. This new initiative is designed to work in true partnership with organisations to deliver a tailored relationship, linking leadership and management development, succession planning and career development to improve business performance. It is suitable for a wide range of learning providers, from those undergoing organisational challenges in terms of change or performance, through to those wanting to sustain and build on current success.

Modular management programme

Modular management (MMP) is an accredited development programme that addresses the leadership challenge of developing managers within FE, adult and work-based learning through a process of individual and collective learning. It is a unique design that addresses both intellectual and emotional development based on research that managers learn and develop primarily through reflecting on experience. It therefore integrates coaching and action learning together with workshops. MMP is designed to work with, not on, managers and to achieve both organisational and individual development.

The programme is offered at three levels – Certificate, Diploma and Masters – all of which are accredited by Lancaster University.

Leading change

Since change is a given these days, providers need to be sure that their staff are knowledgeable and equipped to be willing participants in the change process. This programme is designed to be an awakening to the potential of individuals to make a greater contribution to improve their organisation. The programme carries with it the award of Certificate of Achievement, which is a qualification from Lancaster University and is a stepping-stone (worth 20 credits) to further study at Diploma and Masters Degree level if required. The one-day project presentation is the main assessment. Although part of the assessment process, it also acts as a learning and review form to promote knowledge transfer.

Senior management team

CEL has developed this programme to help busy senior managers play a pivotal role in helping their organisations to cope with increasing change and demand in the learning and skills sector. Increasingly, the senior management team needs to support and develop management and leadership at all levels, focusing on present needs whilst also anticipating the approaching challenges of succession planning, diversity and distributing leadership. There are three options, all of which include an initial one-day diagnostic to identify the senior management team role within the organisational and cultural context of the provider, and to decide which option is the most appropriate.

SWOT

The *SWOT* programme is designed to help providers who have received a poor Ofsted/ALI report or are concerned about an impending inspection, by assessing their business processes, diagnosing the causes of any difficulties, suggesting ideas for improvement and providing practical support. Complementary services include work shadowing, advice about appointments, development programmes, coaching and mentoring.

Leaders as coaches

This programme is designed to enable senior management teams to offer coaching support to CEL *Modular management programme* (MMP) participants or as a standalone programme with volunteers from within the provider who wish to be coached. It is based on research findings that a key role of senior management teams is to support and develop levels of management and leadership at all levels in FE, adult and work-based learning colleges, and that this may be best achieved by developing a coaching leadership style with their staff. The course aims to facilitate and develop this role through implementation of a coaching process and coaching leadership culture. In this way, providers can make empowerment and distributed leadership a reality, and achieve greater focus on performance and results.

Leaders as mentors

This six-month programme is designed to develop the ability of senior management teams to offer mentoring support to either CEL *Modular management programme* participants or as a standalone programme for volunteers who wish to be mentored within the provider. A mentor is someone who offers support based on work experience and knowledge, usually to a less experienced colleague, acting as a trusted adviser or guide. The course aims to facilitate and develop this role through implementation of a mentoring process and mentoring leadership culture, to help senior management teams make empowerment and distributed leadership a reality.

Sector events

Masterclasses

CEL provides a range of Masterclasses for leaders and managers from the sector who are interested in up-to-date educational leadership thinking and practice. The sessions tend to be interactive and pragmatic and are designed to challenge current thinking within the sector. The series is led by practitioners from the educational sectors, practitioners from other sectors where shared learning adds value and pre-eminent thinkers. Masterclasses are designed to cover topics identified as being of particular interest by the sector.

Conferences and forums

CEL's conferences and forums offer the opportunity to share ideas and resources on leadership research and best practice. They provide access to cutting-edge thinking on leadership from both a national and international perspective.

Summer school – Personal leadership adventure

The annual *Personal leadership adventure* summer school was launched in 2004 and was designed to provide managers with an innovative and stimulating experience, to help them understand their leadership styles and the various contexts of leadership. The programme encompasses a series of very diverse sessions aimed at exploring leadership from a number of different perspectives. One of the highlights of this year's event was the "horse-whisperer" session, which focused on transforming relationships and influencing people.

Services

Coaching

Coaching has become an increasingly successful way of providing focused development for individuals and teams. It also has a vital role in delivering a culture change and performance improvement programme throughout the organisation. A coach is a professional partner whose role is to improve "leadership performance" by acting as a sounding board and offering confidential support. CEL has developed four different coaching options for the learning and skills sector that link an individual's development to the provider's strategy. A pool of highly-experienced coaches have been selected and trained to deliver these services both within the context of programmes but also as a stand alone intervention available for individuals.

Careers development service

The Careers development service (CDS) has been set up to support CEL's strategy to improve the standard, diversity and talent pool of leaders in the learning and skills sector. It will offer leaders help with their personal career planning through workshops, internet materials and confidential one-to-one telephone, email and face-to-face advice, guidance and career coaching. CDS is working with CEL colleagues on their strategies for talent management, succession planning and improving the diversity profile of learning and skills leaders. CDS aims to help individual leaders to clarify their motives for taking up CEL programmes and activities, within the context of developing their careers.

Governance

The Leadership Skills for Governance (LSG) initiative provides a framework of development and support programmes specifically designed for college governors, chairs and clerks. Through a partnership between CEL and the Association of Colleges (AoC), the programme offers governance support through a new FE governance website, a board consultancy service and a freephone help line. These services will be complemented by regional workshops in a range of subjects, designed to provide participants with the knowledge they need to excel in governance.

Mentoring

Mentoring is a key development tool for improving individual and organisational performance and is very much part of CEL's strategy to improve the overall standard of leadership. It provides support to leaders facing difficult situations, can accelerate the development of high-potential staff, assist the induction of new staff, and promote knowledge sharing and skills transfer. The mentoring relationship is a mutual learning journey in which the mentor and mentee learn from each other, practising a mentoring style based on the sharing of equals.

Work shadowing

The work shadowing scheme provides an opportunity for managers to gain a fresh perspective on leadership and management issues, whilst developing and strengthening links with external partners. Established in 1995, the scheme is now being operated by CEL in association with the AoC to ensure that the development needs of leaders, future leaders and managers of all providers are met. The scheme is open to all LSC funded providers in the learning and skills sector. Shadow participants are given the opportunity to step back from their normal working environment and gain a stimulating window into different management techniques.

BLI mentoring and shadowing

Under the auspices of CEL, the BLI is working to address the under-representation of black and minority ethnic (BME) staff in management positions in the post-16 sector, providing opportunities for them to develop the management skills, knowledge and experience they need to apply for more senior posts. The opportunities are in the form of either mentoring or secondment partnerships, or shorter 'shadowing' opportunities within the Inspectorate agencies and potentially other sector organisations.

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