



# Leadership and Management Programme for Learner Success in Further and Higher Education

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# Newcastle University

As a founding member of the Russell Group of research-intensive Universities, we've been working to understand our world since 1834.

We push the boundaries of knowledge through innovation and creativity. Ranked as a Global top 110 University, our research and teaching are world leading.

Our strengths include ageing and health, data, cities and place, one planet, culture and creative arts.

Through our work we are advancing knowledge, providing creative solutions and tackling global challenges. We are committed to ensuring there is enough for everyone, forever.

We have three campuses in Newcastle, Singapore, and Malaysia. Our 29,000-strong student community is drawn from 145 countries. Our community of over 250,000 alumni are creating outstanding impact around the globe. We educate for life. We have nurtured generations of students to play their part in building a society that is better, stronger, and fairer.

We have developed a global network of strategic industry partners and employers. Our collaborations are providing ideas and solutions of economic, social and cultural benefit for our world.

We are a University of Sanctuary. We promote a culture of welcome, engagement and safety for people fleeing persecution and violence.

Newcastle has become one of 12 universities in the world, and only four in the UK, to achieve five plus QS Stars from QS Quacquarelli Symonds for overall excellence, the first international assessment of its kind.

## The City

Newcastle upon Tyne, is a cathedral city located in the Tyne and Wear County of England. It is located on the River Tyne's northern bank and is the most populous settlement in the Tyneside conurbation and Northeast England.

It is home to Newcastle United Football Club, Newcastle Falcons Rugby Club and Newcastle Eagles basketball team, all of whom play in their top divisions.

United by seven bridges across the spectacular Quayside, Newcastle (on the north of the Tyne) and Gateshead (on the south of the Tyne) form a diverse and extremely attractive visitor destination.

World-class culture, vibrant nightlife, award-winning dining, inspiring heritage, fantastic shopping and acclaimed architecture are linked here, by the infamous Geordie spirit.



# Programme Delivery

The programme will be delivered by members of the Educational Leadership Centre, based within the School of Education, Communication and Language Sciences

## The Newcastle University Educational Leadership Centre (NUELC)

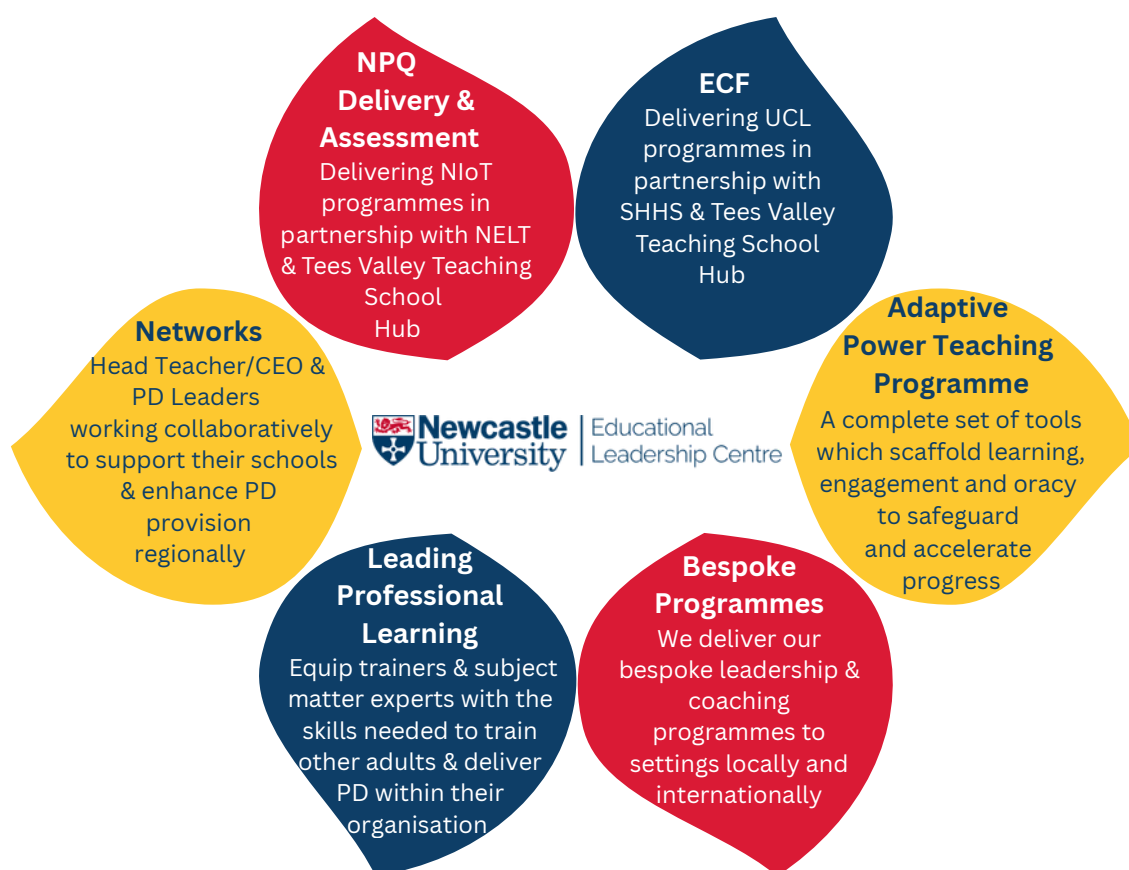
The Newcastle University Educational Leadership Centre has been delivering professional development, leadership and management programmes for teachers, educators and leaders in education for over 25 years.

We work in partnership with educational organisations and groups across the world to provide exceptional professional and leadership development opportunities for individuals and teams in all sectors of education.

Our work is underpinned by a robust evidence base of what makes highly effective leadership and high-quality teaching and learning across a range of educational organisations and countries.

Educational leadership is constantly evolving, and well-prepared leaders can have a significant positive impact on learners' and teams' outcomes. Our programmes lead to improved leadership capacity and more effective teams and approaches in education organisations. They help leaders, those who have formally appointed to leadership roles and those who are informally acting as change agents, to:

- Shape their vision, strategy and implementation
- Develop people, teams and their priorities
- Improve teaching and learning.



# Leadership and Management Programme for Learner Success in Further and Higher Education

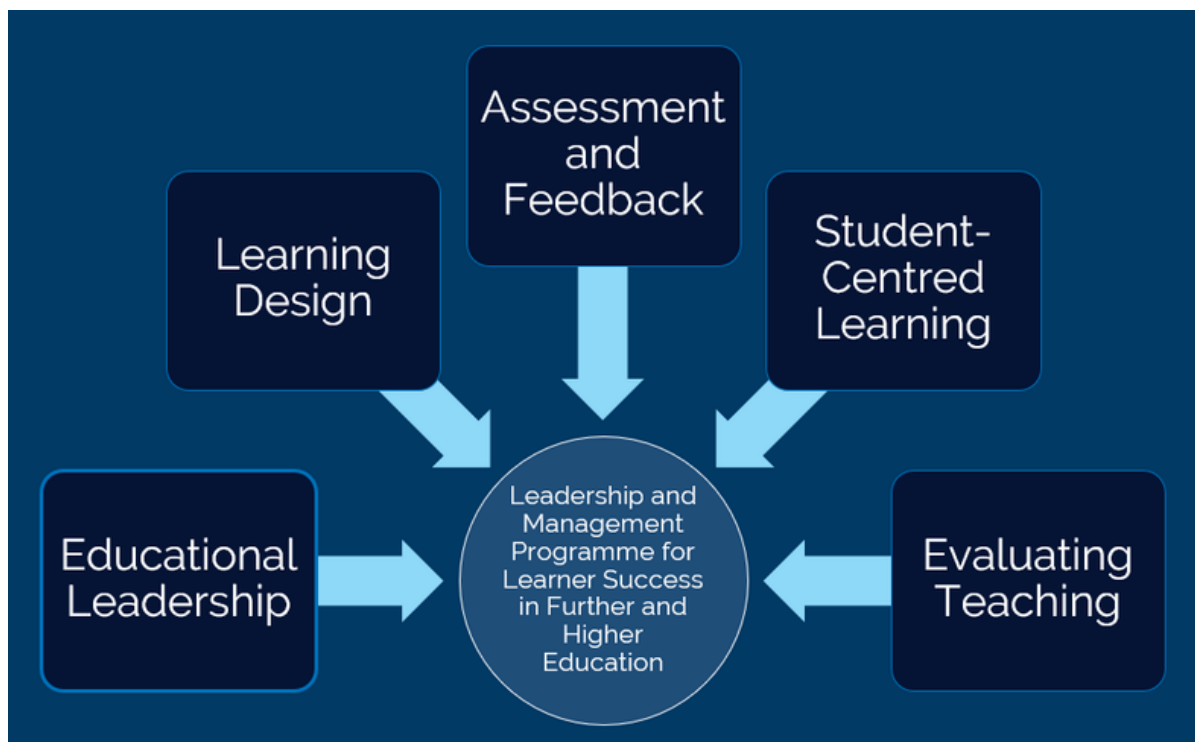
The programme is aimed at Further and Higher Education teachers, lecturers and academics who want to develop and future-proof their leadership, teaching and leadership practice as well as enhance the experience and learning opportunities for their students.

## Aims and outcomes

Depending on the choice of thematic strands and session content, participants will be able to learn how to:

- Promote a student-centred approach throughout their programmes and teaching sessions;
- Create equality of opportunity that embraces inclusivity, accessibility, and listening to the student 'voice';
- Design and develop appropriate and authentic assessments, with effective feedback;
- Reflect upon and develop their teaching and assessment practice on an ongoing basis;
- Consider how to effectively incorporate technology to enhance learning experiences;
- Explore effective leadership practices within a Further and Higher Education organisation.

## Programme: Thematic Strands



Participants will receive a certificate of completion from Newcastle University once the relevant programme has finished.

# Programme: Thematic Strands and Sessions

## 1 - Educational Leadership

|   |                                                                                                                                                                                                                                              |                                                                                       |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| A | <b>Exploring and Applying Educational Leadership Theory</b><br>Introduction to educational leadership theory, leading a programme, leading teaching, implementing educational/curriculum change.                                             |  |
| B | <b>Interdependence between Leadership and Management within different Educational models</b><br>Examining the pull and push effect of leadership and management; from formal to collegial models within organisations.                       |                                                                                       |
| C | <b>Future of Educational Leadership Skills and Approaches</b><br>Future leadership skills; Transformational and transformative leadership; Digital leadership.                                                                               |                                                                                       |
| D | <b>Team Leadership and Collaboration</b><br>Distributed Leadership and the practice of collaboration (e.g., curriculum design and development); Relationship building within and across teams; Conflict prevention and intervention.         |                                                                                       |
| E | <b>Culture Shaping and Development</b><br>Developing collaborative coaching cultures (e.g., teaching and learning focus); Building resilience into the culture, through authentic and ethical leadership.                                    |                                                                                       |
| F | <b>Leading Change and Innovation</b><br>Promoting innovation and creativity; How to lead change effectively with your organisation through visioning and strategy; Developing agility and adaptability to navigate change and adapt swiftly. |                                                                                       |
| G | <b>Sustainable Leadership</b><br>Leadership for the long-term - planning for the future, talent management; Green leadership.                                                                                                                |                                                                                       |

# Teaching and Learning Sessions

## 2 - Learning Design

|   |                                                                                                                                                                                                 |                                                                                     |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| A | <b>Session Planning</b><br>How to organise a teaching session, including learning objectives, starting and ending sessions, suggested session structures and introducing variety into learning. |  |
| B | <b>Designing Learning Activities</b><br>The design of individual learning activities, including Bloom's taxonomy, learning outcomes, differentiation and incorporating prior learning.          |                                                                                     |
| C | <b>Module and Programme Design</b><br>An example of how modules and programmes can be designed, following the ABC model of learning design.                                                     |                                                                                     |
| D | <b>Technology</b><br>How to maximise learning design and student experience through technology.                                                                                                 |                                                                                     |

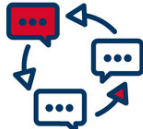
## 3 - Assessment and Feedback

|   |                                                                                                                                                                                                                                                                                                                                 |                                                                                       |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| A | <b>Assessment Design</b><br>How to design appropriate assessments, including mark scheme and marking rubric designs.                                                                                                                                                                                                            |  |
| B | <b>Giving Meaningful Feedback</b><br>How to give feedback that students will find meaningful, including types of feedback and different ways of giving feedback and comment banks.                                                                                                                                              |                                                                                       |
| C | <b>Helping Students Engage with Feedback</b><br>Covering how to help students engage with feedback they receive, including referencing assessment criteria and providing clear next steps. Planning for the next assignments and consider the support offers available to students at Newcastle and the participant institution |                                                                                       |

## 4 - Student-Centred Learning

|   |                                                                                                                                                                                                                                                                     |                                                                                     |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| A | <b>Accessibility and Inclusivity</b><br>Designing learning for students with a variety of needs and preferences, including preferred learning styles, Cultures, Pedagogical approaches, neurodiversity, and disabilities. An Introduction to student support plans. |  |
| B | <b>Creating a Collaborative and Positive Learning Atmosphere</b><br>Covering how to create a good learning atmosphere in teaching sessions, and techniques to manage challenging student behaviours.                                                                |                                                                                     |
| C | <b>Creating and Checking Understanding</b><br>Techniques for elicitation, questioning and identifying misconceptions, plus example activities.                                                                                                                      |                                                                                     |
| D | <b>Learning from Students</b><br>Getting feedback about your teaching from students during sessions and during the whole programme.                                                                                                                                 |                                                                                     |

## 5 - Evaluating Teaching

|   |                                                                                                                                                                                            |                                                                                       |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| A | <b>Reflective Practice</b><br>How teaching is formally evaluated in the UK, and an introduction to reflective practice.                                                                    |  |
| B | <b>Microteaching</b><br>Put your learning into practice and do a small amount of teaching, evaluated by your colleagues; identify your areas of strength and create goals for improvement. |                                                                                       |



# Programme Outline Example: UK-Based

Previous groups on similar programmes have visited us for 1-4 weeks. A longer programme in the UK gives time for more topics to be explored and in more depth. You can also choose to add more cultural experiences, or English language.

This **two-week** example programme is provided as a guideline.

## Before Arrival

We will provide some introductory material to prepare you for your visit to the UK and introduce some of the concepts you will be studying.

As part of the preparation, you will be asked to define the areas of your practice you would like to improve and can then tailor the programme to meet your or your organisation's needs.

## While in the UK

Upon arrival in Newcastle, delegates will be formally welcomed to the City and shown the key highlights of our region. You will study at the university every weekday, with one session in the morning and one session in the afternoon. We can share recommendations for evening activities and places to eat. You will also be able to use the library and other university facilities. After completing the course all delegates will receive a certificate of completion from Newcastle University.

## After Visiting Us

We recommend you put your learning into practice as soon as possible to maximise the impact of your training experience on your own and your team's practice. We can help you to plan your dissemination activities back in your institution and to help shape your implementation plan.



# Activities while in the UK

## Local Activities

Welcome to Newcastle

We understand that your environment is key for your learning and as such we will provide all delegates with a tour of the City and campus. We will show you where to eat, where to shop, some historic buildings and some hidden gems. We will also teach you a bit of the local dialect.



## Day Trips

The North East of England is a wonderful place with lots of castles, beaches and open spaces. It is home to the Angel of the North, Alnwick Castle (where Harry Potter was filmed), Durham Cathedral, Hadrian's Wall and numerous spectacular beaches.

We would love to show you around and will be able to organise tours to one or more of the local attractions.



# Programme Fees

## UK-Based Programmes

Programme fees include:

- Teaching.
- Refreshments (but not lunch) for teaching days.
- Office support on teaching days and printed teaching materials.
- Venue for teaching sessions.
- External Visits – transport and admission fees, where appropriate.
- Welcome dinner in the first week.

## Home Country-Based Programmes

Programme fees include:

- Teaching.

What we will need from you:

- Accommodation for two facilitators
- Lunches for two facilitators.
- Venue for teaching
- Refreshments

Please get in touch to discuss costings.

**NOTE: The above programme outlines are a proposal. We are more than happy to discuss with you the exact programme and make appropriate amendments to cater for the needs of the cohort. We will cost each programme individually based on your needs and the prices above are indicative only.**

# Contact Us



## Educational Leadership Centre

To discuss customising programmes, please contact us at:

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School of Education,  
King George VI Building, Floor 3,  
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