Leading the IPC Course Outcomes

Day 2

Day 2 of the course will focus on leading the IPC in your school, applying everything we’ve learned about in day 1.

Day 2

Session 1

- You will know about differences in leadership and management
- You will be able to:
  - reflect on your role
  - recognise and reflect on leadership skills
  - recognise impact of context, climate and culture on change
- You will develop an understanding of:
  - being a ‘Leader’ of the IPC
  - how to lead improvement of children’s learning
  - your role as a catalyst for change

Session 2

- You will know about:
  - criterion 5
  - ‘leaders’ in the Self-Review document
- You will be able to use the Self-Review to improving learning
- You will develop an understanding of how to use the Self-Review to improve children’s learning and successfully implement and develop the IPC

Session 3

- You will know about ‘leaders’ in the IPC Self-Review and other stakeholders
- You will be able to draft an action plan
- You will develop an understanding of how:
  - to use the Self-Review as a tool for school improvement
  - day one can develop a big picture view of leading

Session 1: What does it mean to be an IPC Leader for Learning?

In the first session of Day 2, we will focus on what the role of leading the IPC entails. What the key differences between leading and managing are, and how to work with the factors in your own setting in order to be a catalyst for change through leading the IPC.

Session 2: How will the IPC Self-Review help as a tool for school improvement?

In this session, we will investigate Criterion 2 of the Self-review document: ‘A shared vision about the kinds of children we are helping to develop’ and what that means in a school in practise.

Session 3: What are your first next steps?

In this session, we will begin focusing on the ‘So What Next?’ question. Each delegate will develop their implementation plan using the knowledge, skills and tools we learned about over the two days.