

## NPQ Leading Behaviour and Culture

### Programme Overview:

Our NPQ Leading Behaviour and Culture programme supports teachers to develop their knowledge in leading behaviour and culture and improve the quality of practices across their school. This programme helps participants to develop informed and intentional approaches to engage and motivate staff and pupils in order to create a safe and positive school-wide culture that effectively supports pupils and gets the best out of them.

**For:** Teachers who have, or are aspiring to have, responsibility for leading behaviour and/or supporting pupil wellbeing in a school.

**Length:** 1 year

Programme Components		
Course	Input	Aims/Key content
Conference	Face to face conference	<p><b>Aims:</b> Introduces the programme and gives participants opportunity to experience the core components of each course.</p> <p><b>Key content:</b></p> <ul style="list-style-type: none"> <li>&gt; The importance of developing expertise as a leader of behaviour and culture.</li> <li>&gt; Overview of the NPQ programme as a vehicle for developing expertise.</li> <li>&gt; Introduction to the simple model of memory and what it means for teaching, teachers and for learners on a professional development programme.</li> <li>&gt; Module principles, study and application modules and clinics are all explained and modelled with opportunity for practice.</li> </ul>
Course 1 Teaching and Learning	3 x asynchronous modules (study then application)  1 x synchronous clinic	<p><b>Aims:</b> Develop an understanding of change and learning from the perspective of a leader of behaviour and culture.</p> <p><b>Modules:</b> Theory of change, Simple model of memory, Setting conditions for learning.</p> <p><b>Key content:</b></p> <ul style="list-style-type: none"> <li>&gt; Leading behaviour and culture using a clear theory of change.</li> <li>&gt; The importance of developing and communicating a theory of change.</li> <li>&gt; How pupils learn and the implications for leaders of behaviour and culture.</li> <li>&gt; The simple model of memory and the effects on learning of prior knowledge, cognitive load and thinking hard.</li> <li>&gt; How teachers can proactively set the condition for learning, drawing on their understanding of how pupils learn.</li> <li>&gt; Setting expectations for positive learning behaviours and how to embed these expectations as routines over time.</li> </ul>

<p><b>Course 2</b></p> <p>Enabling Conditions</p>	<p>3 x asynchronous modules (study then application)</p> <p>1 x synchronous clinic</p>	<p><b>Aims:</b> Develop an understanding of how school leaders can contribute to conditions that help learning to thrive.</p> <p><b>Modules:</b> Motivating classrooms, Whole-school enabling conditions, Working in partnership.</p> <p><b>Key content:</b></p> <ul style="list-style-type: none"> <li>&gt; The importance of building intrinsic motivation in pupils.</li> <li>&gt; Creating motivating classrooms through relationships, reinforcement and refocus.</li> <li>&gt; The importance of being consistent, proactive and supportive when leading behaviour across a school.</li> <li>&gt; How school leaders can be both pre-emptive and responsive in developing an effective school-wide approach to behaviour.</li> <li>&gt; How school leaders can work in partnership with families to improve pupils' behaviour, learning and wellbeing.</li> </ul>
<p><b>Course 3</b></p> <p>Culture</p>	<p>3 x asynchronous modules (study then application)</p> <p>1 x synchronous clinic</p>	<p><b>Aim:</b> Develop an understanding of how to create a culture of high expectations for a safe and supportive school.</p> <p><b>Modules:</b> A culture of high expectations, Safe and supportive schools, Building alignment.</p> <p><b>Key content:</b></p> <ul style="list-style-type: none"> <li>&gt; How school leaders can establish a culture of high expectations.</li> <li>&gt; Embedding and reinforcing a culture of high expectations for staff and pupils.</li> <li>&gt; Ensuring a school culture is both safe and supportive.</li> <li>&gt; The proactive, pre-emptive and responsive steps that leaders can take to ensure safety, support and belonging.</li> <li>&gt; Responding to concerns about pupil safety and wellbeing.</li> <li>&gt; How school leaders can build alignment of policies, practices and people to the school's strategic direction.</li> </ul>

<b>Course 4</b>  Supporting All Pupils	3 x asynchronous modules (study then application)  1 x synchronous clinic	<p><b>Aims:</b> Develop an understanding of effective instruction and formative assessment for teacher development.</p> <p><b>Modules:</b> Responsive teaching, Whole child development, Interventions.</p> <p><b>Key content:</b></p> <ul style="list-style-type: none"> <li>&gt; How teachers can ensure classrooms are inclusive and meet the needs of all pupils through quality first, responsive teaching.</li> <li>&gt; Considering the need for all teachers and staff to understand and support pupils through explicit instruction, formative assessment and responsive adaptations.</li> <li>&gt; How school leaders can ensure pupils get appropriate additional support at school.</li> <li>&gt; How leaders can work to identify pupils who need more support.</li> </ul>
<b>Course 5</b>  Professional Development	3 x asynchronous modules (study then application)  1 x synchronous clinic	<p><b>Aims:</b> Develop an understanding of expertise and how leaders can support teachers to keep getting better.</p> <p><b>Modules:</b> Developing expertise, Mechanisms for behaviour change, Enabling continual improvement.</p> <p><b>Key content:</b></p> <ul style="list-style-type: none"> <li>&gt; What is meant by expertise and how it can be developed.</li> <li>&gt; Engaging with a clear theory of change for professional development.</li> <li>&gt; How leaders can facilitate lasting change in teachers' capabilities and understanding through utilising mechanisms for behaviour change.</li> <li>&gt; Tailoring professional development to meet individual teachers' needs.</li> <li>&gt; The importance of a supportive professional environment for teacher improvement.</li> <li>&gt; The characteristics of a supportive environment for teacher development.</li> </ul>
<b>Course 6</b>  Implementation	3 x asynchronous modules (study then application)  1 x synchronous clinic	<p><b>Aim:</b> Develop an understanding of effective implementation in schools.</p> <p><b>Modules:</b> Explore, Prepare, Deliver and sustain.</p> <p><b>Key content:</b></p> <ul style="list-style-type: none"> <li>&gt; How school leaders can diagnose the needs of their school and draw on evidence to identify solutions.</li> <li>&gt; Exemplification of the implementation cycle.</li> <li>&gt; Preparing for implementing change.</li> <li>&gt; How school leaders can deliver and sustain change.</li> </ul>

<b>Assessment Preparation Package</b>	1 x asynchronous webinars (in two parts)  1 x synchronous clinic	<b>Aim:</b> Develop an understanding of the NPQLBC assessment process.  <b>Key content:</b> > The format of the NPQ assessment. > Applying knowledge and understanding to an example scenario. > Understanding what makes an effective assessment response.
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## Curriculum Sequence

Our National Professional Qualification in Leading Behaviour and Culture is a 12-month programme which has been broken down into six courses. The order in which participants experience each course has been designed in such a way that previous knowledge is built upon logically. Below is an explanation of the curriculum decisions we have made, why we have made them and how we believe that these decisions will support your leaders to keep getting better.

The first course participants engage with is 'Teaching and Learning'. This course comes first because the knowledge on this course is foundation to the rest of the programme content. Important ideas are covered including how to create a theory of change, how people learn and the importance of setting expectations for positive learning behaviours.

Courses 2 and 3 focus on core knowledge for leading behaviour and culture. Participants learn the importance of creating "Enabling Conditions" and how to enact a "Culture" in an educational setting. These courses introduce leaders of behaviour and culture to classroom and whole school conditions for creating a safe, predictable and supportive school environment. These courses include the importance of working with all pupils, staff and parents to create an effective culture and meaningful approaches to behaviour. These courses unpick key concepts for creating schools with cohesive and aligned cultures, such as high expectations, safety, motivation and alignment.

Course 4 builds on this understanding to consider the importance of "Supporting All Pupils". This course delves into the best ways that leaders and teachers can support all pupils' behaviour and learning. The course focuses on the importance of responsive teaching, emerging ideas about whole child development and the importance of providing additional support through tailored interventions when necessary.

Courses 5 and 6 tackle leadership knowledge and skills that will support participants to enact their new domain-specific knowledge in their context. They will learn about "Professional Development" and "Implementation". This will support participants to transfer their new knowledge to their educational context. Now that participants have an understanding of the core ideas pertinent to their role or prospective role, they need to understand how to drive improvement in these areas. Professional development is a crucial lever in effective implementation and those leading behaviour and culture engage in evidence as to how to effectively design and deliver professional development. Implementation is the wider process of driving improvement where those leading behaviour and culture need to carefully consider what they do to drive improvement, how they do it and crucially, how they operate as part of the wider school system. This circles back, in part, to course 1 and the deliberate planning for improvement through a theory of change.

