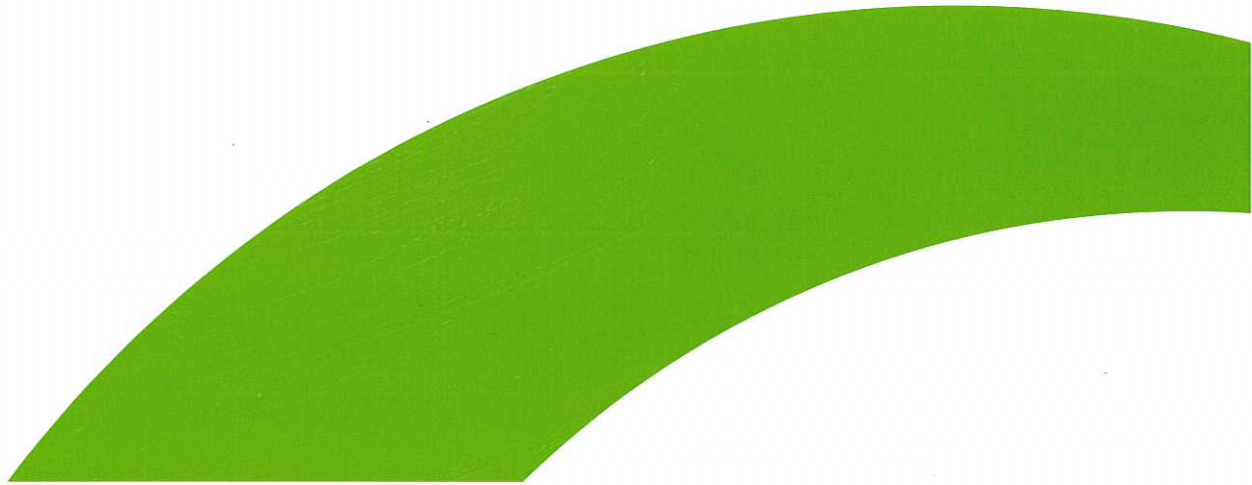
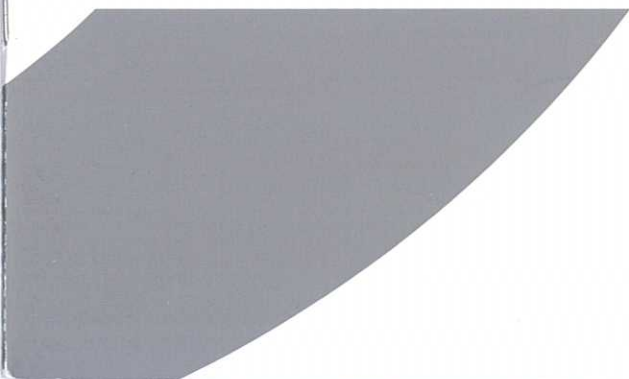




NATIONAL COLLEGE FOR SCHOOL LEADERSHIP



First Corporate Plan:
launch year 2001-2



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introduction

1



by Richard Greenhalgh
Chair of the Governing Council

I am delighted to introduce the College's first corporate plan. The establishment of the College is a unique act which for the first time will bring a national focus, energy and drive to ensure that Headteachers and other school leaders receive the support, recognition and development they deserve.

Leadership is a complex, challenging and potentially very rewarding activity. It is also a task of the greatest importance to get right. Well-led and well-managed enterprises, including schools, are more likely to flourish and achieve their goals. They are more likely to use their human capital and other resources to best effect and more able to adapt, develop and respond positively to external pressures.

The challenges we face in this new century and the opportunities offered by the emerging world knowledge economy require us to build and sustain a world class education system. We therefore need to develop the very best leaders, ready to learn from, contribute to and influence the best practices in the commercial

and public sector - worldwide. We need leaders, confident in managing organisational and technological change - leaders with the vision, imagination, courage, integrity and skills to generate energy, commitment and the highest ambition for our children.

The overall purpose of this, our first corporate plan, is to establish the College as a thriving organisation in which school leaders feel involved and engaged.

This plan will deliver:

- 8,000 school leaders participating in NPQH, LPSH and HEADLAMP
- 4,000 school leaders learning through the Partnership Programmes set out in our "launch year" guide
- access to world class teaching and research in leadership practice through the three Visiting Professors and 20 Associates/Fellows
- an ambitious expansion of our online communities - "Talking and Virtual Heads" - engaging and involving 10,000 or more school leaders in learning and discussion
- an energetic dialogue with the profession about leadership, the College and its working practices
- a new leadership framework, developed with the profession - for implementation from September 2002.

I hope that you will want to work with the College as it tackles this agenda.

leading & learning

2

In this first corporate plan, the College is setting out its long-term goal, aims and the launch year work programme for 2001-2002.

The College has a vitally important task - to ensure that our current and future school leaders develop the skills, the capability and capacity to lead and transform the school education system into the best in the world.

We have three main aims:

1. To provide a single national focus for school leadership development and research;
2. To be a driving force for world class leadership in our schools and the wider education service; and
3. To be a provider and promoter of excellence; a major resource for schools; a catalyst for innovation; and a focus for national and international debate on leadership issues.

Our main responsibility is to develop and oversee a coherent national training and development framework for heads, deputies and others in leadership positions in our schools, offering them high quality, practical and professional support at all stages of their careers.

We will work to provide and sustain the energy, drive and commitment of our school leaders. We will act as an advocate for school leadership in England, promoting its excellence and advancing its further development. The

College will develop innovative strategies to encourage leadership potential within the profession - enthusing teachers to take on leadership roles and encouraging them, and especially those from under-represented groups, to aspire to headship. We will develop strategies to ensure that the best are fast-tracked to senior positions and to explore new styles of leadership for the re-designed schools of the future.

The College will:

- Seek to raise the status and quality of school leadership to match the best in the public and private sector
- Secure a culture within the teaching profession of continual professional development, learning and innovation in the leadership of schools, focused on improving pupils' learning and achievement
- Promote the concept of the 'learning school', within which all members of the school community are focused on continuous improvement through personal and team learning
- Develop an understanding of the scope of technology, its impact on learning and school organisation, and promote the debate about the school of the future
- Establish itself as an "international hub" of innovation, thinking and research into school leadership - learning and disseminating lessons from national and international leadership practice

Working in partnership with others, NCSL will develop a new framework for leadership development and a distinct body of professional knowledge for school leadership based upon research evidence of what works best in practice, drawing on the latest knowledge of learning development and school improvement.

We aim to establish a living and continuous debate with the profession on all aspects of school improvement and leadership practice, to present and discuss research and to explore new ways of solving problems together. Our online interaction will harness the creativity and power of school leaders nationally - as a vehicle for exchanging and developing ideas, as well as providing a professional forum to generate thinking and influence the future development of our schools.

As an organisation, we will encourage creativity, flexibility and demonstrate an innovative edge in our thinking, planning and action. We will strive to make an immediate and positive impact during our launch year and beyond. We will be responsive to the needs of school leaders and ensure that their voice helps to drive our strategy and actions.

Together with our Governing Council, we will systematically evaluate and benchmark the College's performance against clear performance criteria. We will invite external evaluation of the impact of our work on

developing and improving school leadership, organisation and the management of schools. We will build quality assurance procedures into our partnership work and use the outcomes of external inspection to check our effectiveness.

beliefs & values

3

Our key values underpin and influence all of our work. They are:

Faith in the potential of all to learn

The College will promote learning in all of its activities. The foundation for continuous improvement and quality development in schools is valuing and making the time for learning - for critical reflection, for evaluation, for innovation and for developing individuals. Extending the boundaries of experience and opportunities for learning will be our hallmarks.

We will promote and value individual and team contributions to school leadership and encourage and develop potential, to ensure that the school leadership group better reflects the rich diversity of our community.

Optimism that all schools can be both well led and successful

The driving force of our work is the belief that all schools in the country have the potential to be good, very good or excellent. Drawing on school improvement and other research, NCSL will underline the significance of the relationship between high and improving pupil/student outcomes, community engagement, high quality teaching and the depth and quality of shared school leadership.

Conviction that expanding leadership capacity promotes school improvement

NCSL is committed to working with all school leaders - current, aspiring and potential. The challenges facing schools mean that we need to find practical ways of working together, learning from each other, sharing insight and understanding within and between schools. Our most successful schools are self-improving. They try out new ideas and methods, they are critically reflective, are open to external and internal scrutiny and seek to explain to their pupils, their community and governors, not only why what they do is good, but what needs to be done to improve it. Leadership in such schools tends to be shared or 'distributed'. The common dominant culture is one of "learning from what we are doing in order to make it better".

Resolve to work authentically and make a difference

We will ensure that all of the work of the College will be driven by the needs of schools and school leaders. Our programmes, our research and our on-line activity will be built on what we know works best in schools and classrooms. We will be aspirational in our work. We will work hard to make sure that innovation is encouraged and that leading edge practice from this country and abroad is presented directly and "virtually", providing mechanisms for dialogue, discussion and rigorous debate. We will work in partnership with the profession, to influence and help to develop high quality leadership, to drive school effectiveness and improvement, for the benefit of all pupils.

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The evidence on school effectiveness and improvement during the last fifteen years has consistently shown the pivotal role of effective leadership in securing high quality provision and high standards. The annual report of Her Majesty's Chief Inspector provides robust evaluative information about standards in our schools and especially about the quality of teaching and leadership. Over the last two years, the outcomes of the many thousands of Section 10 inspections have indicated that in the great majority (over 90%) of primary, secondary and special schools, headteachers lead well.

Good headteachers have a clear educational vision and a strong sense of purpose. As a consequence, staff morale in their schools is high. When, conversely, headteachers do not establish clear priorities and, for whatever reason, do not focus sufficient attention on the core task of raising standards of pupil achievement, their teachers, unsurprisingly, become disillusioned and frustrated.

The best headteachers know what is happening (and not happening) in the classrooms of their schools. It is, however, a concern that in about one-quarter of primary and secondary schools, and an even higher percentage of special schools, the monitoring and evaluation of the quality of teaching and the progress and standards achieved by pupils are the weakest aspects of management, since these tasks are central to a school's effective running. Without these securely in place it is difficult to see how a headteacher, even with

the strong support of a governing body and of senior managers, can demonstrate a firm focus on the prerequisites for raising standards. It is clear that some headteachers need higher levels of support, professional development and guidance to help them to monitor teaching, to evaluate curriculum development in a systematic and rigorous fashion and to link this to a coherent programme of continuous professional development for their staff.

There is clear evidence across the public and commercial sectors, in this country and worldwide, that effective leadership is a key to both continuous improvement and major system transformation. Learning from and about the different and common leadership skills, qualities, styles and approaches employed in various contexts will be an important underpinning element to our future work. Moreover, school leaders in this country will now have a real opportunity through the College, to describe, disseminate and showcase their effective leadership practice on the world stage and influence this important international debate.

The College will take careful account of this broad picture of leadership quality in defining programmes of development, support, research and learning for the future.

key operational objectives

5

With our partners we will:

1. Develop, provide and promote high quality, continuous professional development and support for school leaders at every stage in their career.
2. Increase the supply and quality of school leaders and build leadership capacity through introducing new, innovative and coherent approaches to leadership development.
3. Develop a research strategy to identify and promote best practice in school improvement and leadership development as a foundation for all the College's activities.
4. Build upon and develop NCSL Online for information, communication and learning.
5. Contribute to the national endeavour in school improvement and transform the effectiveness of the education system by advising Ministers and cooperating constructively with other agencies.
6. With a view to achieving the above, make NCSL an efficient, effective and learning organisation and a good place for staff to work.

priorities 2001-2002

6

In pursuit of our overall objectives, we will take the following action in year 1:

Operational Objectives	What will we do in 2001-2002?	How will we know if we have succeeded?
<p>1. Develop, provide and promote high quality, continuous professional development and support for school leaders at every stage in their career.</p>	<ol style="list-style-type: none"> 1. Establish efficient and effective systems for the smooth and timely transfer to the College of responsibility for administering the national headship training programmes. 2. Efficiently and effectively manage and develop the national programmes, implementing review procedures as required by the Secretary of State. 3. Plan and administer the New Heads' Conference. 4. Ensure existing NPQH candidates are supported and encouraged to complete the programme. 5. Implement new funding regime. 6. Establish quality assurance strategy to ensure optimum quality for all activities and to maximise learning for future programmes. 	<ol style="list-style-type: none"> 1. Receive programmes from April 2001. 2. Hand-over completed by September 2001. 3. Hand-over perceived as smooth and seamless. 1. Effective delivery maintained. 2. Consultation perceived by profession to be timely and thorough. 3. Advice delivered to Secretary of State on time. 1. Professional aims for conference set and achieved. 2. Attendance levels at least sustained. 3. Positive evaluation reports from participants. 1. Number of completions. 2. Review with regional providers every term. 1. Seamless transition from candidates' perspective. 2. Positive views of DfEE, LEAs and auditors. 1. QA strategy report to Governing Council by June 2001. 2. Evaluation report delivered December 2001.
<p>2. Increase the pool potential of school leaders and build leadership capacity through introducing new innovative and coherent approaches to leadership development.</p>	<ol style="list-style-type: none"> 1. Deliver the launch year Partnership Programmes efficiently and effectively; undertake appropriate evaluation of impact and revise future programmes as a result. 2. Establish a "think tank" to act as a catalyst in developing thinking about a new leadership development framework. 	<ol style="list-style-type: none"> 1. Support of at least 4,000 school leaders for initial programmes. 2. Positive evaluation reports on impact. 1. "Think tank" operating by March 2001. 2. First report by July 2001.

priorities continued

Operational Objectives	What will we do in 2001-2002?	How will we know if we have succeeded?
<p>2. Increase the pool potential of school leaders and build leadership capacity through introducing new innovative and coherent approaches to leadership development. <i>continued.....</i></p>	<p>3. Review take-up of all programmes by ethnicity, gender, disability, phase, sector of education and age.</p> <p>4. Examine the future development needs of school leaders, taking account of existing provision and contextual issues, in order to inform the construction of a new leadership development framework.</p> <p>5. Develop a strategy for evaluation of the impact of leadership development activity - drawing on a range of evidence, including inspection.</p> <p>6. Investigate accreditation arrangements for leadership development and training activities.</p> <p>7. Establish funding policy for activities outside three national programmes and review after six months.</p>	<p>1. Co-operation of CRE and major professional associations.</p> <p>2. Action plan agreed by September 2001 - feed outcomes to programme and policy development.</p> <p>3. Establish Governing Council Working Group and provide report to the LT of future requirements by June 2001.</p> <p>1. Market research and consultation exercise to establish the views of school leaders and those being led, about future development needs - completed by July 2001.</p> <p>2. Study to examine the range and depth of existing provision for leadership development in public and private sectors, here and abroad - undertaken and reported to Governing Council by June 2001.</p> <p>3. Analysis of contextual issues likely to impact on the skills and understandings required of school leaders undertaken and reported to Governing Council June 2001.</p> <p>4. Recommendations to Governing Council and Ministers by September 2001 on a new framework for leadership development, encompassing leaders' career-long development needs.</p> <p>Report to Governing Council by February 2002.</p> <p>1. Report to Governing Council by December 2001.</p> <p>1. Report to Governing Council by September 2001.</p> <p>2. Review March 2002.</p>

Operational Objectives	What will we do in 2001-2002?	How will we know if we have succeeded?
<p>3. Develop a research strategy to identify and promote best practice in school improvement and leadership development as a foundation for all the College's activities.</p>	<ol style="list-style-type: none"> 1. Organise and run a series of workshops, seminars and conferences for the dissemination of excellent practice in leadership and management. 2. Ensure effective dissemination of research using new technology effectively - expand and develop "Towards an Evidence Base". 3. Pilot the increased use of video/audio content as a basis for interactive discussion of practice. 4. Persuade research funders to make leadership a priority; secure external funding for formal research projects into the impact of leadership on classroom performance and school effectiveness. 5. Investigate leadership styles that work in varied education settings. 6. Conduct desk study of the state of school leadership, drawing on OFSTED, the independent schools inspectorate and other databases. 7. Implement system for awarding Associate and Fellow status and ensure outcomes contribute to College's strategy. 8. Devise scheme for Companion status. 9. Make arrangements for Visiting Professors; ensure maximum benefits from their contribution to the College. 10. Organise a programme of study visits to the best leadership centres worldwide to inform College strategy. 11. Explore ways of making research accessible to practitioners. 	<ol style="list-style-type: none"> 1. Ten events involving 200 leading edge practitioners by December 2001. 1. Evaluation report on Evidence Base by December 2001. 2. Target of 1,000 school leaders to be actively engaged with Evidence Base by December 2001. 1. Video/audio illustrative projects by December 2001. 2. Redesign and expansion of Evidence Base documented by June 2001. 1. At least two major research projects secured. 2. College influencing ESRC, NERF and other research forums. 1. Report to Governing Council December 2001. 1. Report by July 2001. 1. At least six of the Associates/Fellows to be appointed in 2001/2. 2. Research outcome reports published on-line and influencing College programmes. 1. Scheme to be in place for academic year 2001/2. 1. At least three visiting professors for academic year 2001/2. 2. High quality contribution through lectures/masterclass/research papers. 1. At least six visits to take place by April 2001. 2. High quality useable reports to leadership team by end May 2001. 1. Pilot 12 samples and capture feedback online.

priorities continued

Operational Objectives	What will we do in 2001-2002?	How will we know if we have succeeded?
<p>4. Build upon and develop NCSL Online for information, communication and learning.</p>	<ol style="list-style-type: none"> 1. Effectively maintain day to day operation of NCSL online. 2. Operationally manage the NCSL online community and facilitation arrangements. 3. Implement smooth take-over of NCSL Online into College operational framework by Spring 2001. 4. Investigate and define requirements for site development. 5. Build and develop effective use and strategic management of ICT for programme delivery - in the national programmes and other offerings. 6. Expand NCSL communities in line with rollout plan. 7. Monitor and systematically gather and analyse feedback about Talking and Virtual Heads. 8. Monitor and evaluate content, design and impact of launch site through stratified sampling, focus groups and direct feedback and traffic monitoring. 9. Investigate the feasibility of on-line briefing mechanism. 10. Investigate the opportunities, issues and cost benefits for NCSL involvement in e-commerce. 	<ol style="list-style-type: none"> 1. Stable and functioning web site. 2. Web site content is maintained in relation to content development schedule. 1. Schedule for roll out achieved. 2. Facilitation arrangements enable users to participate in community successfully - measured by customer feedback data. 1. NCSL online staffing structure in place and functioning effectively by June 2001. 1. Establish Governing Council Working Group and provide report to the LT of future requirements by June 2001. 2. Report to Governing Council on site development September 2001. 1. 200 Heads involved in pilot programme by November 2001 and programme positively received. 2. Consider the implications for national programmes to feed into scheduled review outcomes. 1. Initial roll out plan achieved by 31-12-2001. 1. Effective process in place for improving "Talking and Virtual Heads" in line with analysis of feedback. 2. 10,000 or more school leaders in online learning and discussion by January 2002. 1. Outcomes from monitoring and evaluation in place by June 2001. 2. Site receives increased "hits" in line with increased user base. 3. Processes in place for site development, taking account of traffic monitoring. 1. Completed by September 2001. 1. Report to Governing Council February 2002.

Operational Objectives	What will we do in 2001-2002?	How will we know if we have succeeded?
<p>5. Contribute to the national endeavour in school improvement and transform the effectiveness of the education system by advising Ministers and co-operating constructively with other agencies</p>	<ol style="list-style-type: none"> 1. Ensure advice to Ministers draws on consultation and effective liaison with the profession, stakeholders and other agencies, particularly LEAs, diocesan bodies, governors' and parents' groups. 2. Ensure a strong working relationship with regional providers, businesses and other organisations. 3. Investigate ways to encourage more able teachers, especially those from under-represented groups, to aspire to leadership roles. 4. Investigate future school scenarios and lead work to identify the skills, qualities and attributes required by leaders of the future. 5. Market, develop and communicate the national and international profile of NCSL. 6. Identify sponsorship opportunities and sign up sponsors. 	<ol style="list-style-type: none"> 1. College Director to meet regularly with counterparts in other agencies. 2. Consultative group for professional associations to be active from January 2001. 3. Stakeholder consultative group to meet January 2001. 1. Two consultative conferences with regional providers by July 2001. 2. Regular liaison with BITC, HTI and other bodies promoting co-operation between education and business. 1. Establish marketing strategy by July 2001 2. Specific development activities in place for target groups by November 2001. 1. Establish lead post by April 2001. 2. Seconded school leader development team in place by July 2001. 3. Preliminary report to Governing Council November 2001. 1. Prepare communication strategy by April 2001. 1. Sponsor Opportunity Pack by May 2001. 2. Sponsors signed up by December 2001.
<p>6. With a view to achieving the above, make NCSL an efficient, effective and learning organisation and a good place for staff to work.</p>	<ol style="list-style-type: none"> 1. Ensure that NCSL operates as a cost efficient, highly effective and fit for purpose organisation employing the highest standard of financial planning and accountability. 2. Appoint full complement of staff in accordance with development plan schedule. 	<ol style="list-style-type: none"> 1. Secure DfEE approval to financial controls and procedures by 2001. 2. Put in place arrangements for internal and external audit. 3. Secure clean audit reports for financial year 2000/2001. 1. Appropriate staff appointed by July 2001 to deliver operational plan.

priorities continued

Operational Objectives	What will we do in 2001-2002?	How will we know if we have succeeded?
	<p>3. Work with DfEE to scope staff, resource and organisational issues in preparation for the opening of the College building.</p> <p>4. Devise and implement human resources policies and practices to ensure that NCSL is perceived as an excellent employer.</p> <p>5. Establish effective business, organisational and ICT infrastructure for the College.</p> <p>6. Support DfEE and University of Nottingham in the new building project.</p> <p>7. Ensure highest standards of corporate governance, regularity and probity.</p>	<p>1. Prepare issues paper for Governing Council September 2001.</p> <p>1. Full set of HR policies by September 2001.</p> <p>2. Regular staff surveys to test climate.</p> <p>3. Internal communication strategy by May 2001.</p> <p>4. Commit to IIP by December 2001. Achieve IIP status by December 2002.</p> <p>1. Plans in place to equip the College to the highest operating, business and ICT standards by May 2002.</p> <p>2. All staff trained and regularly updated in ICT practice.</p> <p>3. Minimal downtime as a result of system/human error.</p> <p>1. Timely decision-making on outstanding design and finished issues.</p> <p>2. College participates and influences Site Project Board meetings.</p> <p>1. Governing Council opinion survey after one year.</p> <p>2. Positive reports from DfEE and auditors.</p>

7

The Role of the Governing Council

The Governing Council plays a vital role in helping the College to fulfil its purpose and remit. It brings its broad, collective and individual experience to bear on the College's plans and programmes; it will set ambitious targets for its work and challenge the College to achieve its goals. The Council acts as a critical friend to the College - testing and examining its strategy and plans and will evaluate the quality of delivery to the country's school leaders. In essence, the Governing Council acts as an advocate for school leaders and a guardian of their support and development.

In summary, the role of the Governing Council is:

- With the Director, to set and develop the strategic direction of the College, in pursuit of its three key aims
- To be an advocate of school leadership and to promote the College's work.
- To scrutinise the College's plans for programme development, research and its virtual activities
- To monitor and evaluate the effectiveness and efficiency of the College's operation, in relation to its key goals and aims and hold the Director and her team accountable for delivery
- To act as a critical friend to the Director and the College Leadership Team in the development and implementation of the College's corporate plans and underpinning activity

- To provide advice to the Director and the Leadership Team in the development of new, relevant and innovative programmes and support activities for school leaders.

Associate, Fellow, Companion and secondment arrangements

The NCSL Associateships and Fellowships offer secondment opportunities for practising school leaders to pursue study and areas of enquiry in areas of current interest within the field of Leadership and School Improvement. Associateships are 10 week and Fellowships 20 week, financially assisted secondments.

Associates and Fellowships provide:

- An opportunity for study and research upon school practice
- A significant contribution towards the expense of the secondment
- The opportunity to contribute to the early development of the College
- A period of creative reflection and study as a member of an Associate/Fellowship network.

Associates and Fellows will engage in enquiry, which will contribute to the knowledge base within their chosen field; they will publish and disseminate the outcomes of their research; they will be involved in the design or delivery of the College's programmes, where appropriate. The potential study areas for 2001 include:

- **Challenges for new leaders**
- **Leadership Teams**
- **Strategic Management of ICT**
- **Leadership issues in early years and primary**
- **Strategic management of continuing professional development**
- **Effective 'e-learning' for school leaders**

Companion status

In addition to the Associateships and Fellowships, it is proposed that the College should also award, on an annual basis, Companionship status to a small number of school leaders whose role in leadership, school improvement, community development and as ambassadors for the profession has distinguished them. It might be perceived perhaps to be equivalent to the honorary degree that universities bestow upon individuals who have given distinguished public service. It is proposed that the College will, in an appropriate way, celebrate the work of Associates and Fellows and present Companionship Awards. Such a ceremony might take place annually at the College building in Nottingham.

Visiting Professors

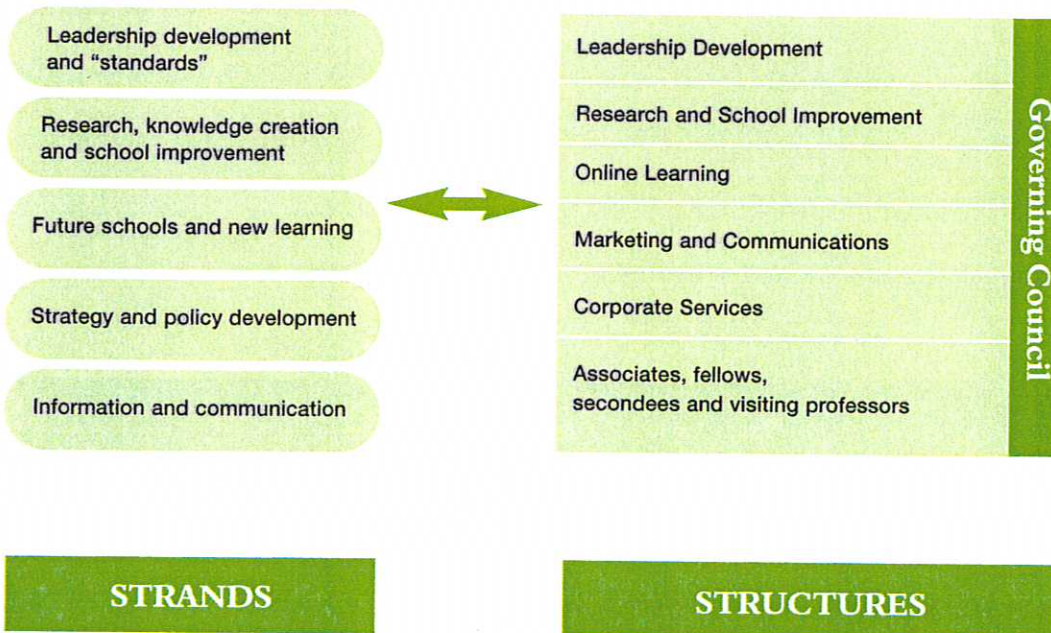
The College is pleased to confirm that Professor Geoff Southworth, Professor Michael Fullan and Professor Brian Caldwell will undertake the role of visiting professors for the NCSL during the coming year. They will support the early development of the College through seminars, conferences, publications and online interaction.

8

Working Style

The core staffing of the College will be lean and fit for purpose, enabling the organisation to build its capacity as it develops and implement the current and new programmes over the next year. A number of secondees, associates, fellows and visiting professors will extend the reach of the College and enhance its intellectual capital.

This team structure will, from the outset, work horizontally - ensuring a coherent and cross-cutting focus on our key priorities - drawing energy and ideas from across the College groups, the Governing Council, from our partners and from the profession. All teams will pursue a number of common, overlapping themes, represented by the diagram below:



annex b continued

Staffing & Budgets

Research and School Improvement Group

The Research and School Improvement Group will be the intellectual engine driving the College's activities and extending our knowledge of how leaders improve schools (Operational Objective 3). The Group will investigate the impact of recent policy initiatives on the way leaders operate and describe the new leadership structures and styles that are emerging. It will promote and facilitate networks of leaders to enable them to share understandings about how they are improving their schools.

The Research and School Improvement Group will build close working relationships with formal researchers and seek to make their work more accessible and better known among school

leaders. Through the College's Visiting Professors the group will create opportunities for distinguished thinkers on leadership to talk to school leaders and influence the College's work. It will encourage those who fund research and researchers themselves to ensure that their work is relevant to and grounded in real experience.

School leaders themselves need to engage in research as a means of checking their own practice and extending their thinking. The Research and School Improvement Group will support the College's Associates and Fellows and will devise a Companionship Scheme to honour distinguished practitioners.

	£000
Running Costs	695.0
Development and Delivery	589.0
Research	250.0
Total	1534.0

Online Learning Group

The major task for 2001-2 is the transfer of responsibility for the College's web-site from the DfEE to the Online Learning Group (Operational Objective 4). The Group will maintain, develop and refresh the site ensuring that it explores innovative approaches to communications and learning. The online communities, Talking and Virtual Heads, will be significantly expanded during the year and the

College will work in partnership with Ultralab to investigate different approaches to facilitation.

The Online Learning Group will lead the College's work on new styles of teaching and learning and on the school of the future exploring the possibilities for organising, staffing and equipping schools differently.

	£000
Running Costs	842.0
Development and Delivery	119.0
NCSL Online	3602.0
Total	4563.0

annex b continued

Chief Executive and Corporate Services

The Chief Executive will work closely with the Governing Council to offer the College strategic direction. She will lead the staff contribution to the thinking on a new framework for leadership development. The Chief Executive has prime responsibility for advising ministers and the DfEE and for securing effective liaison with partners and other educational agencies. (Operational Objective 5)

Corporate Services will provide the business infrastructure for the College (Operational Objective 6).

They will be responsible for the College's financial systems, for human resource policies and practice and for the College's ICT business systems. Much of the detailed work in preparing for the new building will fall to them. They will oversee the College's contracts with external providers to ensure value for money and high standards of performance. The Director of Corporate Services will lead the planning for bringing the new building into operation.

	£000
Running Costs	893.0
Development and Delivery	921.0
Total	1814.0

Marketing and Communications Group

The Marketing and Communications Group are responsible for developing a dialogue with the profession and ensuring that leaders' and potential leaders' views are heard by the College. They will ensure that the College becomes a credible and powerful voice for school leaders. In 2001-2 one of the major tasks will be to establish the College's identity

and to raise its profile both in the UK and internationally.

The Marketing and Communications Group will oversee all College publications and manage conferences and major public events to ensure the highest standards of production, design and customer care.

	£000
Running Costs	323.0
Development and Delivery	108.0
Total	431.0

Leadership Development Group

The Leadership Development Group is responsible for developing and delivering the College's face-to-face activities. Their biggest task in 2001-2 will be to take over from the DfEE management responsibility for the three national programmes, Headlamp, the National Professional Qualification for Headteachers and the Leadership Programme for Serving Headteachers (Operational Objective 1). Programmes staff will lead the reviews of Headlamp and LPSH within the context of the new frame-work for leadership development.

The Leadership Development Group will continue to develop and pilot a range of new activities (Operational Objective 2) many of them in partnership with other organisations. Those which are found to be effective and to have strategic significance will be built into the College's regular offerings.

The College's programme of lectures and master classes by leadership experts and practitioners also falls in this area.

	£000
Running Costs	747.0
Development and Delivery	263.0
National Programmes Expenditure	18497.0
Total	19507.0

annex b continued

NCSL OPERATING BUDGET 2001/02

	TOTAL £000
Running Costs	3500.0
Development and Delivery	2250.0
National Programmes	
NPQH	11958.0
Headlamp	3963.0
LPSH	2256.0
Cross Cutting	320.0
NCSL Online	3602.0
Total	27849.0

the governing council

Chairman, Richard Greenhalgh,
Chair, Unilever UK

Members

Keith Ajegbo, Headteacher,
Deptford Green School

Yasmin Bevan, Headteacher,
Denbigh High School

John Botham, Director,
Sheffield Education Action Zone

Tim Brighouse, Chief Education Officer,
Birmingham City Council

Tessa Brooks,
Independent Consultant

Michael Gibbons, Headteacher,
Trinity School

Beverley Hodson, Managing Director,
W.H.Smith UK Retail

David Hopkins, Dean of Education,
School of Education,
University of Nottingham

Lesley James,
Portfolio Director

Tony Mackay, Director,
Centre for Strategic Thinking,
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