

## The National Training Programme

In November 1999 Estelle Morris announced that what was then the Department for Education and Employment was to launch a national strategy for governor support and training. The first priority became to develop a national induction course for new governors. The aim was to build on existing good practice, providing consistent and coherent information, training and support to all new governors.

This National Training Programme for New Governors was launched in 2001 to help governor trainers in local authorities and Diocesan Boards ensure that new governors have the information they need to become effective school governors. The DfES is committed to maintaining the Toolkit and keeping it up to date and this edition incorporates new material to reflect in particular the:

- Education Act 2002
- Children Act 2004
- Five Year Strategy for Children and learners
- New Relationship with Schools

The aim remains to ensure that governors, irrespective of where they live, should have access to consistent information about their role, their responsibilities and the expectations of them, as well as the way in which they should be working with their headteacher. This toolkit is built around the three key roles that governors play in helping their schools to raise standards of educational achievement.

The Toolkit is intended to provide a flexible resource for trainers. A key feature is that it was developed by drawing on good practice around the country. An evaluation of the Programme in April 2002 showed that a number of LEAs chose to use the three-module course as it is set out in this Toolkit. Others used some of the material from the Toolkit to complement their existing materials. Many LEAs described how the materials in the Toolkit have been used as core material for other LEA courses, whole governing body training sessions, and training of heads and deputies. As well as governor trainers, LEA officers and advisers found the Toolkit to be a useful resource.

### **The most significant changes in this edition are as follows:**

In all four modules the **trainers' notes** have been revised to make the learning outcomes for each activity explicit. In addition the slides are incorporated in the text to ease delivery of the materials.

The **bibliographies** have been condensed into one list. Trainers may wish to copy the bibliography for participants. Trainers need to be familiar with these documents and it would be helpful to have them available when delivering training. The EDP/Children and Young People's Plan, local models for development planning and examples of school policies would also be relevant.

## **Objectives**

The agreed objectives of the Training Programme for new governors are to provide materials which:

- define the key roles and responsibilities of governing bodies in achieving effective schools
- help new governors to become confident and effective
- support a range of teaching and learning styles and modes of delivery
- encourage and enable school based induction
- identify sources of further information and support.

## **Target audience**

Ideally new governors would attend the induction course within their first six months in office and after having attended at least one governors' meeting. In some cases trainers may find it appropriate to offer the introductory module to build confidence.

**The intended Learning outcomes** are that governors will have increased their understanding of:

- the characteristics of effective schools
- the key roles and responsibilities of governing bodies in improving schools
- the different and complementary roles of governors and headteachers (distinction between governance and management)
- how to be effective on their own governing bodies
- the importance of sound working relationships with all staff, parents, LAs, Diocesan Boards and local communities
- how to access further support and training

**The skills and attributes to be developed through participation in the Programme are:**

- self-confidence
- enthusiasm
- commitment
- analysis and evaluation of information
- communication with stakeholders
- effective time management
- teamworking
- problem solving
- managing own learning.

**The Programme is made up of four elements:**

- Toolkit for Trainers and VHS video
- independent study materials – Workbook and Video
- guidance for chairs of governors and headteachers on school-based induction
- NGC Trigger Pack for New Governors, reissued in 2004

The CD-ROM has not been updated as all the materials are available on the DfES website.

## Certificate of attendance

An updated certificate, is included.

## Content of Toolkit and independent study materials

In practice the three key roles of governors are interwoven. However each has distinctive features and the Toolkit and Workbook are divided into three modules, each one focusing mainly but not exclusively on one of the three roles.

Module 1	The strategic role of governors
Module 2	The critical friend
Module 3	Ensuring accountability

The introductory module added in 2002 has been updated in this edition and provides a context for governance which should ease transition to the full course.

### *Independent study*

The multimedia approach adopted by the Programme provides trainers with a range of resources to deliver the key messages. It will also support independent study by individuals and whole governing bodies. Governors wishing to study independently can access the materials from [www.governor.net.co.uk](http://www.governor.net.co.uk) or through governor support officers in LAs or Diocesan Boards.

We remain keen to encourage new governors who opt for the independent study route to liaise with Governor Training Services. Consequently the updated Workbook still includes a registration form for governors to complete when they commence studying. We have suggested that registration forms be sent to LAs so that participation can be monitored and support offered. The Workbook also includes an evaluation form and again, we have suggested that these be returned to LAs.

The importance of **school-based induction** cannot be over-stated. It is vital that the theory and the reality match up and make sense to new governors. Consequently there is guidance for chairs and headteachers, based on the material in the Toolkit and Video. The document is available from the DfES Publications Unit (tel: 0845 602 2260) reference number DfES/0736/2001

The **Trigger Pack produced by the National Governors' Council** can be purchased from NGC. It contains a great deal of useful information for new governors, including a glossary of terms.

### **Collaborative approach**

Many, if not all LAs, offer induction courses and other forms of support to new governors. National Governors' Associations and Church Authorities have also developed a comprehensive range of advice and guidance. This National Programme was developed in close consultation with all these bodies, drawing on the best of existing practice. The source of all material contributed is gratefully acknowledged.

We were able to pilot the Toolkit in:

- Oxfordshire thanks to Claudia Wade
- Hertfordshire thanks to Gail Summers
- Durham, for Newcastle and Durham governors, thanks to Judith Spindler and Brenda Steele
- Swindon thanks to Margaret Hunt
- Waltham Forest thanks to Norma Downer-Powell and Kay Collier.

Claudia, Gail, Brenda, Margaret and Kay acted as co-trainers and their feedback and support was invaluable. Sally Herring organised a meeting of chairs and vice-chairs in Bracknell. Their evaluation of the materials brought another very useful perspective at the drafting stage.

We are also grateful to the following representatives from regional coordinators of governor services and national associations who acted as a reference group and/or provided much useful feedback on the content of this Toolkit at the drafting stage and during the process of updating:

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## Bibliography and websites

A New Relationship with Schools: Next Steps. DfES-1288-2005DOC-EN  
[www.publications.teachernet.gov.uk](http://www.publications.teachernet.gov.uk)

A New Relationship with Schools: Improving Performance through School Self-Evaluation. DfES-1290-2005DOC-EN [www.publications.teachernet.gov.uk](http://www.publications.teachernet.gov.uk)

Every Child Matters. DfES  
Every Child Matters. The Next Steps. DfES  
Every Child Matters. Change for Children in Schools. DfES  
<http://www.everychildmatters.gov.uk/>

Extended schools: Access to opportunities and services for all. A prospectus.  
Ref: 1408-2005 –DOC-EN can be downloaded from:  
<http://publications.teachernet.gov.uk/> Hard copies are available by phoning 0845 60 222 60

Five Year Strategy for Children and Learners. DfES.  
[www.dfes.gov.uk/publications/5yearstrategy](http://www.dfes.gov.uk/publications/5yearstrategy)

Governing the School of the Future. DfES/0786/2004

Guide to the Law for School Governors. DfES [www.governornet.gov.uk](http://www.governornet.gov.uk)

National Remodelling Team. Guidance documents for governors, examples of good practice.  
<http://www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/>

Roles of Governing Bodies and Headteachers . DfES [www.governornet.gov.uk](http://www.governornet.gov.uk) (NB An updated version of the Decision Planner is due out in autumn 2005).

Safeguarding Children in Education. DfES/0027/2004

Teachernet: [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

Trigger Pack for New Governors. 2004 edition. [www.ngc.org.uk](http://www.ngc.org.uk)

Working Together. Giving Children and Young People a Say. DfES/0134/2004

## Using the Toolkit

This toolkit provides material for an introductory, awareness raising course and a three-module induction course.

Each of the three core modules focuses largely but not exclusively on one of the three key roles.

The materials have been reorganised so that each module can be covered in a two hour session. This has been managed by identifying some activities which could be undertaken as pre-session and inter-session tasks.

It should be possible to cover the material easily in two half days. Trainers would need to decide what to omit if covering the material in one day.

The following table shows how activities are distributed between the modules.

### Overview of Induction Course

<b>Role</b>	<b>School improvement</b>	<b>Governing body responsibilities</b>	<b>Working together-governing body and headteacher</b>
<b>Introductory module</b>	<ul style="list-style-type: none"> <li>• The Education system</li> <li>• Overview of Induction course</li> </ul>	<ul style="list-style-type: none"> <li>• Roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Respective roles</li> </ul>
<b>Strategic Module 1</b>	<ul style="list-style-type: none"> <li>• Deciding the strategic direction of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose, powers and duties of governing bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Values, vision and aims</li> <li>• Target setting</li> <li>• Planning</li> </ul>
<b>Critical friend Module 2</b>	<ul style="list-style-type: none"> <li>• The self-evaluating school</li> </ul>	<ul style="list-style-type: none"> <li>• Building good working relationships</li> <li>• Challenging and supporting the leadership team</li> <li>• Understanding data</li> <li>• Visits to school</li> <li>• Effective meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and evaluating school performance – Self evaluation form</li> <li>• delegation</li> </ul>
<b>Accountability Module 3</b>	<ul style="list-style-type: none"> <li>• Reporting on progress</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring all key stakeholders have a voice</li> </ul>	<ul style="list-style-type: none"> <li>• Head's report to governing body</li> <li>• Inspection</li> <li>• School profile</li> <li>• prospectus</li> </ul>

## Organisation of materials

All materials are provided electronically to allow reproduction of forms and handouts.

### Introductory module. Outline and suggested timings

Activity number	Activity title	Approx time
0.1	Cracking the Code	During arrival
0.2	Introductions	20 mins
0.3	Getting to know the education system	20 mins
0.4	Types of governors and categories of school	15 mins
0.5	Purpose and roles of governing bodies	15 mins
0.6	What do governing bodies do?	25 mins
0.7	What next?	15 mins
0.8	Review, reflection and evaluation	10mins

### Module One Outline and suggested timings

Activity number	Activity title	Approx time
1.1	Introductory activities	20 minutes
1.2	The strategic role	15 minutes
1.3	Powers and duties of governing bodies –quiz	30 minutes
1.4	Strategic planning –discussion	10 minutes
1.5	Strategic planning – group activity	25 minutes
1.6	Features of effective schools	10 minutes
1.7	Reflection, action planning, and evaluation	10 minutes

## Module 2. Outline and suggested timings

Activity number	Activity title	Approx time
2.1	Introductory activities	20 minutes
2.2	Monitoring and evaluation	15 minutes
2.3	Monitoring and evaluation. Activity C	20 minutes
2.4	Visiting the school. Activity D	25 minutes
2.5	Delegation and meetings	15 minutes
2.6	Meetings. Activity E	15 minutes
2.7	Reflection and evaluation	10 minutes

## Module Three. Outline and suggested timings

Activity number	Activity title	Approx time
3.1	Introductory activities	15 minutes
3.2	Accountability of headteachers to governing bodies.	15 minutes
3.3	Accountability of headteachers. Activity F	30 minutes
3.4	Accountability of governors	15 minutes
3.5	Accountability of governors. Activity G	30 minutes
3.6	Reflection, action planning, and evaluation	15 minutes

### Each module contains:

- Trainers' notes for a two hour session
- Powerpoint Slides
- Handouts
- Small group activities
- A list of relevant resource material

### Preparation of material for participants

In this edition the Powerpoint slides have been embedded in the trainers' notes to aid delivery. They are also available separately.

Handouts are clearly distinguished from trainers' notes. They are not intended to be read during the sessions but could provide background materials for participants to peruse at leisure.



The menu of activities has been retained and handouts are again clearly distinguished. Handouts and cribsheets support the delivery and/or debriefing of activities.

## Proformas

Included in his introduction are:

- a model letter for governors enrolled on the course (Annex A)
- a model letter for the chair of governors/headteacher (Annex B)
- a model evaluation form for a three-session course (Annex C). This is designed to enable participants to circle the activities they covered so ensuring focused evaluation. It could be completed by participants at the end of each session and retained by the trainer till the following session. Alternatively trainers may prefer to produce a separate evaluation form for each session following their local format.
- A certificate of attendance (Annex D)

## Inter-sessional tasks

There is a lot of material which could take more than 3 x 2hour sessions to deliver. The guidance indicates where an activity could be carried out between meetings.

## Correspondence with workbook

The Workbook contains all the handouts from the Toolkit, with the identical reference numbers. The correspondence between the activities in the Toolkit and Workbook is as follows:

Toolkit	Workbook	Toolkit	Workbook
A	A	E2	5A
B5	2A	E3	5B
B2	2B	F4	6A
C2	3A	F7	6B
C3	3B	G3	7A
D4	4A	G5	7B
D3	4B		

## **Annex A: Model letter for governors enrolled on course**

Dear

Governor Development – Induction for Newly Appointed Governors

Date:

Time:

Venue:

I am pleased to confirm your place on the above course and enclose an outline of the programme.

You will find it useful if you have been able to do some of the following before attending the course:

- attended at least one meeting
- looked through the school profile and prospectus for the school
- visited the school when it is in session.

Please bring your copy of A Guide to the Law for School Governors to the training sessions.

Please do not hesitate to contact me if you have any queries.

Yours sincerely

Administrative Officer

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**NB. Depending on the activities you select you may need to ask participants to bring other documentation with them to the course.**

## **Annex B: Model letter for chairs of governors/headteachers**

Dear

Governor Development – Induction for Newly Appointed Governors

Date:

Time:

Venue:

I am pleased to inform you that ..... has been allocated a place on the above course. We have suggested that before attending the course s/he would find it helpful to have:

- attended at least one meeting
- looked through the school profile and prospectus for the school
- visited the school when it is in session.

The purpose of writing to you now is to emphasise the importance of a co-ordinated approach to induction. I hope that you will have found the guidance issued by the DfES in the autumn of 2001 helpful. In case you have not obtained a copy from Prolog the reference is DfES 0736/2001.

If you have any questions about any aspect of the Induction Programme please don't hesitate to get in touch. If you have any suggestions about how we could help you to provide appropriate support for your new governors, again we'd be delighted to hear from you.

With best wishes

Administrative Officer

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## Annex C: Evaluation form for three-session course

### DfES National Induction Course for Governors

Date
Venue

		Fully	Largely	Partly	Not at all
<b>Introductory module</b>	To what extent were the objectives met?				
<b>Strategic role</b>	To what extent were the objectives met?				
<b>Critical friend</b>	To what extent were the objectives met?				
<b>Accountability</b>	To what extent were the objectives met?				

Please rate the quality of	Very good	Good	Satisfactory	Poor
Training materials				
Delivery of the training				
Venue				
<b>The following questions about activities A to G relate to the three core modules. In the list below, please circle each activity undertaken and rate the quality</b>				
Activity A				
Activity B1 B2 B3 B4 B5 B6				
Activity C1 C2 C3 C4				
Activity D1 D2 D3 D4 D5				
Activity E1 E2 E3 E4				
Activity F1 F2 F3 F4 F5 F6 F7				
Activity G1 G2 G3 G4 G5 G6 G7				

Do you feel that you have made any progress in terms of:	Yes	No
Knowledge		
Skills		
Understanding		
Confidence		

Please turn over

Which part of the introductory module was most valuable?	Which part of the introductory module was least valuable?
Which part of the first session was most valuable?	Which part of the first session was least valuable?
Which part of the second session was most valuable?	Which part of the second session was least valuable?
Which part of the third session was most valuable?	Which part of the third session was least valuable?

Thank you for attending this course. We hope that you have found it helpful.  
Please give your name and telephone number if you are happy to receive a 'phone call as part of our monitoring procedures.

Name
Tel. no
Address for Certificate

# Certificate of training



This is to certify that

.....

has been trained by

.....

in accordance with the

## **National Training Programme for New Governors**

A handwritten signature in black ink, appearing to read 'Jim Kangro'.

Minister of State for Schools and 14-19 Learning

department for  
**education and skills**  
creating opportunity, releasing potential, achieving excellence

