

## G.R.A.C.E. LEADERSHIP TRAINING PROGRAMMES 2024-2025(LTP)

### AVAILABLE Training Programmes

These training programmes are leadership training programmes relating to Leadership and Management in Education. They are a myriad of training sessions that G.R.A.C.E. consultants consistently provide as part of our annual training cycle. These courses have already been delivered to educational leaders in various school settings. Below is the **Individual Programme** costing for each training day:

**Programme Costing of each  
Individual Training Programme per training**


No of Trainees	No of Training Days		
	1 day	2 days	3 days
1-9 Trainees	60,000 EGP	75,000 EGP	90,000EGP
10-15 Trainees	65,000 EGP	90,000 EGP	115,000EGP
15-20 Trainees	70,000 EGP	105,000 EGP	125,000EGP

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### Bundle Training Programme Package Offer

Organisations are encouraged to take the Bundle package as it proves to be more cost effective in the long run. The Bundle package includes between 3 to 5 training programmes and is conducted for a total number of **20 Trainees**. G.R.A.C.E. will organise the most suitable dates for you based on your school's annual CPD INSET programme.

#### ANNUAL BUNDLE OFFERS



**20 Trainees**

No of Annual Training Programmes	1 Day Training Programme			2 Day Training Programme			3 Day Training Programme		
	Cost per programme	Total Annual Cost	Cost per Trainee	Cost per programme	Total Annual Cost	Cost per Trainee	Cost per programme	Total Annual Cost	Cost per Trainee
3 Annual Training Programmes	<b>60,000 EGP</b>	180,000 EGP	1,000 EGP	<b>80,000 EGP</b>	240,000 EGP	1,333 EGP	<b>100,000 EGP</b>	300,000 EGP	1,667 EGP
4 Annual Training Programmes		240,000 EGP	750 EGP		320,000 EGP	1,000 EGP		400,000 EGP	1,250 EGP
5 Annual Training Programmes		300,000 EGP	600 EGP		400,000 EGP	800 EGP		500,000 EGP	1,000 EGP

Should an organisation decide to invest in Leadership Bundle Programmes above 200K per year. G.R.A.C.E. will offer a **MOTIVATIONAL Workshop** to up to 30 members of The Organisation's Leaders at the Organisation's campus.

The G.R.A.C.E. **MOTIVATIONAL Workshop** Topics are obtainable upon The Organisation's request.

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### Available Training Programme Payment Schedule

Should an organisation opt for an **Individual Programmes**, the costing payment schedule is as follows:

	PAYMENT	DATE DUE	NOTES
DOWNPAYMENT FOR ALL COURSES	75% OF TOTAL COST	AT SIGNING	CANCELLATION – NON-REFUNDABLE
PAYMENT FOR 1 DAY COURSES	25% OF TOTAL COST	ON THE DAY TRAINING IS COMPLETE	

### BUNDLE TRAINING PROGRAMME PAYMENT SCHEDULE

Should an organisation opt for **BUNDLE Programmes**, the costing payment schedule is as follows:

	PAYMENT	DATE DUE	NOTES
DOWNPAYMENT FOR ALL BUNDLES	50% OF TOTAL COST	AT SIGNING	CANCELLATION – NON REFUNDABLE
PAYMENT FOR 3 COURSE BUNDLES	40% OF TOTAL COST	AT THE END OF COURSE SESSION 2	NON REFUNDABLE
	10% OF TOTAL COST	AT THE END OF COURSE SESSION 3	
PAYMENT FOR 4 COURSE BUNDLES	40% OF TOTAL COST	AT THE END OF COURSE SESSION 3	NON REFUNDABLE
	10% OF TOTAL COST	AT THE END OF COURSE SESSION 4	
PAYMENT FOR 5 COURSE BUNDLES	40% OF TOTAL COST	AT THE END OF COURSE SESSION 4	NON REFUNDABLE
	10% OF TOTAL COST	AT THE END OF COURSE SESSION 5	

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### Available & Bundle Training Programme Payment Methods

- All training programme costs albeit **AVAILABLE** or **BUNDLE** must be paid by organisations to G.R.A.C.E. by means of bank transfer or in cash in favour of G.R.A.C.E. **All down payments must be paid in CASH** at the signing of the G.R.A.C.E. Training Contract which is signed before the training takes place.
- Down payments are non-refundable for all AVAILABLE and BUNDLE training programmes.
- All other payments must be paid by means of cash or bank transfer in favour of G.R.A.C.E.
- For all AVAILABLE & BUNDLE Training programmes all bank transfers must clear in G.R.A.C.E.'s bank account at least 5 working days before the training takes place.
- Failure to make these payments on time may delay the delivery of the training programme/s.

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			MIN.	MAX.	MIN.	MAX.		
L001	Leadership Mastery	<ul style="list-style-type: none"> <li>• Senior Leaders</li> <li>• Heads of Key Stage</li> <li>• Heads of Department</li> </ul>	8	20	3	4	<p><i>Leadership Mastery is designed to enable senior leaders to lead their organisation/department effectively and efficiently. Trainees experience leadership theories as well as leadership versus Management principles and theories.</i></p> <p><i>Trainees will develop an understanding of school strategic development in terms of Leadership and Management. Trainees will discuss and develop an understanding of how to lead small teams, larger teams and their organisation as a whole. Trainees will reflect on their leadership practice and in turn learn about new strategies to develop their practice.</i></p> <p><i>They will also share their Leadership experiences with other trainees and leadership in other contexts and countries.</i></p>	<ul style="list-style-type: none"> <li>• To understand the elements of leading an educational organisation.</li> <li>• To identify leadership styles and your preferred style</li> <li>• To develop an understanding of organisational culture</li> <li>• To develop organisational change and or improvement.</li> <li>• To understand the importance of leadership transparency and leadership integrity</li> <li>• To obtain, allocate, align and utilize resources and policies</li> <li>• To identify Safeguarding Principles</li> <li>• To identify the factors required to lead academic achievement</li> <li>• To identify the factors required to lead staff achievement</li> <li>• To develop an understanding of strategic development planning for the organisation.</li> <li>• To develop an understanding of becoming an agent of change, inspiring and motivating teams and individuals.</li> </ul>



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L002	The Foundations of Team Building	<ul style="list-style-type: none"> <li>Senior Leaders</li> <li>Heads of Key Stage</li> <li>Heads of Department</li> <li>Year Group/Phase Leaders</li> </ul>	8	20	1	1	<p><i>The Foundations of Team Building develops leaders' understanding and practice in building, supporting and leading more effective teams, creating a culture of teamwork in the organisation.</i></p> <p><i>Trainees will learn about the attributes of highly successful teams and develop exercises to strengthen their team.</i></p>	<ul style="list-style-type: none"> <li>To understand the elements of leading and developing a culture of teamwork</li> <li>To identify effective communication avenues in order to maintain a strong team</li> <li>To identify best practices in order to create, strengthen and develop teams</li> <li>To evaluate your current practice and share best practice</li> <li>To learn how to evolve with your team to succeed as an organisation.</li> </ul>
L003	Developing Total Quality Systems in Education	<ul style="list-style-type: none"> <li>Senior Leaders</li> <li>Heads of Key Stage</li> <li>Heads of Department</li> </ul>	8	13	2	3	<p><i>Every organisation wants to ensure that they are successful both as a business and as an educational entity. Some organisations are already successful and would like to maintain that success.</i></p> <p><i>On this course trainees will experience what it means to be a quality organisation. They will also understand how to develop ways which develop and maintain the quality in the organisation.</i></p> <p><i>By the end of this course Trainees will learn how to put practices in place that will ensure a customer focused organisation, involving continual improvement.</i></p>	<ul style="list-style-type: none"> <li>To understand the elements of a Total Quality Management (TQM) system in schools.</li> <li>To identify systems and practices that ensure quality control and assurance in the four strategic areas of school development</li> <li>To develop an understanding of the criteria required to ensure educational entities are able to assure quality.</li> <li>To develop strategies to involve all members of the organisation in order to develop quality improvement.</li> <li>To develop a factual approach to decision making.</li> </ul>

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L004	Leading & Driving Progress in Pupil Attainment	<ul style="list-style-type: none"> <li>• Senior Leaders</li> <li>• Heads of Key Stage</li> <li>• Heads of Department</li> <li>• Academic Leaders</li> </ul>	8	13	2	2	<p><i>The main role of leaders in education is to ensure that pupils' attainment meets the required curriculum standards and outcomes for their age. On this course Trainees will learn about the key influences that raise and hinder attainment. They will learn to reflect on their current practice and learn about key recommendations and strategies to drive pupil attainment.</i></p>	<ul style="list-style-type: none"> <li>• To develop an understanding of the drivers and barriers to raising pupil attainment.</li> <li>• To develop an understanding of how to lead learning.</li> <li>• To develop learner outcomes across the curriculum.</li> <li>• To develop an awareness of how to ensure pupil progress by engaging pupils.</li> <li>• To learn about strategies that close the attainment gap.</li> </ul>
L005	Leading a Creative School in the 21 <sup>st</sup> Century	<ul style="list-style-type: none"> <li>• Senior Leaders</li> <li>• Heads of Key Stage</li> <li>• Heads of Department</li> </ul>	8	20	1	1	<p><i>Creative education provides leaders with the opportunity to explore whole school approaches to teaching and learning. Trainees will learn to identify challenges within the school development plan and curriculum in order to develop a creative approach. This approach is not limited to the creative and visual arts but it is also available for all core and foundation subjects in the curriculum. Trainees will develop strategies on how to re-enforce the impact of creativity on student learning, development and wellbeing.</i></p>	<ul style="list-style-type: none"> <li>• To create quality creative environments which encourage creative teaching and learning.</li> <li>• To develop an understanding of the principles of a creative curriculum.</li> <li>• To engage and motivate students in experiential activities to motivate and develop creativity.</li> <li>• To engage good practices and discuss challenges when planning and implementing a creative curriculum.</li> <li>• To develop strategies for pupils' active imagination and creativity.</li> </ul>

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L006	Improving School Governance	<ul style="list-style-type: none"> <li>Governors</li> <li>School Owners</li> <li>Senior Leaders</li> </ul>	8	8	2	3	<p>Trainees will develop the role of governors in school and develop an understanding of the framework and accountability of governors and policies related to their practices.</p> <p>Trainees will also develop an understanding of their duty of care to the school community and their role in setting and leading arrangements to ensure fair and quality equal opportunities for pupils and staff in the organization.</p> <p>Trainees will complete this course fully understanding the role as the governor in an educational entity and how to be involved correctly and appropriately in the development and overall success of their educational entity.</p>	<ul style="list-style-type: none"> <li>To develop an understanding of the governance Framework and what is expected of governors.</li> <li>To understand the elements of a whole school review in order to inform the community of the school's progress, prioritising and setting goals.</li> <li>To develop an understanding of the governors' role in the annual and long-term strategic development plan of the school.</li> <li>To develop an understanding of budgeting and the internal controls required for finance and financial activities in the school.</li> </ul>
L007	The importance of Caching & Mentoring	<ul style="list-style-type: none"> <li>Senior Leaders</li> <li>Heads of Key Stage</li> <li>Phase leaders/Year Group Coordinators</li> <li>NQT/QTS Mentors</li> </ul>	8	13	1	1	<p>There is a growing consensus amongst educators that the success of professional development is much more likely when it involves sustained collaboration between staff. Coaching and mentoring is now much more commonly seen as a key component of a school's improvement strategy.</p>	<ul style="list-style-type: none"> <li>To encourage a coaching and mentoring structure in your organization</li> <li>To develop an understanding of specialist support and its role in coaching and mentoring</li> <li>To develop a structure for effective mentoring and coaching</li> <li>To develop teachers' ownership of their learning and develop strategies to ensure quality improvement.</li> <li>To develop an awareness of mentoring standards.</li> </ul>



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L008	Leadership & Management for Middle Leaders.	<ul style="list-style-type: none"> <li>• Heads of Key Stage</li> <li>• Heads of Department</li> <li>• Year Group/Phase Leaders</li> <li>• Academic Coordinators</li> </ul>	8	13	2	3	<p><i>This leadership programme is aimed at Leaders who are currently responsible for coordinating or managing a subject, key stage or area of school provision such as special educational needs, assessment or gifted and talented provisions.</i></p> <p><i>Trainees will be analysing their current practice and what their current agenda is for their department. They will be developing the necessary skills to make strategic and effective changes in order to improve their leadership and the outcomes of their performance.</i></p>	<ul style="list-style-type: none"> <li>• To develop middle managers' understanding of their role in the hierarchy of the organisation.</li> <li>• To reflect on your leadership behaviours and develop an understanding of leadership.</li> <li>• To enhance leadership skills</li> <li>• To identify your educational agenda for your department and yourself.</li> <li>• To understand the traits of an emotionally intelligent leader.</li> <li>• To develop an understanding for coaching for improvement</li> </ul>
L009	Leading Behaviour and Pastoral Care	<ul style="list-style-type: none"> <li>• Senior Leaders</li> <li>• Heads of Key Stage</li> <li>• Year Group Leaders/Phase Leaders</li> <li>• Behaviour Supervisors</li> </ul>	8	13	2	3	<p><i>Successful pastoral care is for all members of a school community: pupils, staff and parents. Trainees will learn how a consistent values-led approach to behaviour is transformational to the school's overall success.</i></p> <p><i>Trainees will learn how a positive behaviour and pastoral care system will in turn ensure positive behaviour and the desired results for teaching and learning to be most effective.</i></p> <p><i>Trainees will discover how planning for pastoral care promotes the overall success of their organisation.</i></p>	<ul style="list-style-type: none"> <li>• To develop an understanding of how pastoral care is responsible for the welfare and progress of the school and the school community and to learn how to review this.</li> <li>• To discover pastoral care strategies that will develop the personal, social, health and emotional skills of individuals and groups.</li> <li>• To identify what is required in a pastoral care policy and to begin to structure a whole school pastoral policy</li> <li>• To adopt a whole school pastoral care framework.</li> </ul>

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L010	Maximising on Parent Involvement	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Heads of School</li> <li>• Heads of Key Stage</li> <li>• Heads of Department</li> <li>• Academic Coordinators</li> <li>• Business Development Leaders</li> </ul>	8	20	1	2	<p><i>Building strong partnerships with parents is paramount in the success of any educational organisation. In this course trainees will explore the different approaches to engaging parents versus parental involvement in the school community.</i></p> <p><i>Trainees will build a repertoire of strategies to influence parents' attitudes to school.</i></p>	<ul style="list-style-type: none"> <li>• To identify opportunities and barriers to parental engagement and involvement.</li> <li>• To develop positive rapport with parents, influencing their attitudes towards school.</li> <li>• To develop an understanding of how to encourage family learning and pupils' outcomes.</li> <li>• To develop an understanding of the characteristics of positive home learning.</li> <li>• To develop strong partnerships by building effective communication with parents.</li> </ul>
L011	Boosting Staff Morale & Well Being	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Heads of School</li> <li>• Heads of Key Stage</li> <li>• Heads of Department</li> <li>• Academic Coordinators</li> <li>• Business Development Leaders</li> </ul>	8	13	1	2	<p><i>Motivating staff will ensure that they develop in their role whilst creating a less stressful environment for them, to perform and excel.</i></p> <p><i>Trainees will develop an understanding into the motivation strategies and techniques for the staff in their department/organisation.</i></p> <p><i>They will in turn understand the underlying benefits for staff, for pupils, for them and the organisation.</i></p> <p><i>Trainees will analyse the current practice in their organisations right now and how this can be strengthened and developed.</i></p>	<ul style="list-style-type: none"> <li>• To understand theories connected to staff motivation.</li> <li>• To discover how to create a highly skilled workforce</li> <li>• To understand how staff motivation leads to saving money in the long run.</li> <li>• To develop an understanding of how to keep ahead of the competition through staff motivation</li> <li>• To analyze current staff motivation strategies and develop staff motivation strategies</li> <li>• To understand the elements of a staff motivation framework</li> </ul>

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L012	Situational Leadership & Crisis Management	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Heads of School</li> <li>• Heads of Key Stage</li> <li>• Heads of Department</li> <li>• Business Development Leaders</li> <li>• Admin Directors</li> </ul>	8	13	2	2	<p><i>Situational Leadership is a flexible form of leadership. It adapts to the existing work environment and the needs of the organisation. The Leader modifies his/her style of leadership/management to suit the requirements of the organisation.</i></p> <p><i>Trainees learn what it is to be adaptable moving from one leadership style to the other. Trainees will encounter the definitions of situational leadership in order to ensure success in the organisation.</i></p> <p><i>Trainees will also evaluate their leadership style and the extent of their adaptability.</i></p>	<ul style="list-style-type: none"> <li>• To develop an understanding of the History of situational leadership</li> <li>• To discover examples of situational leadership and learn from practice</li> <li>• To identify the characteristics of situational leaders</li> <li>• To compare the advantages and disadvantages of situational leadership.</li> <li>• To understand how to capitalise on the benefits of situational leadership.</li> <li>• To identify your preferred situational leadership style for your school.</li> <li>• To identify strategic leadership and thinking during a crisis.</li> </ul>
L013	Leading and Managing Change	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Heads of School</li> <li>• Heads of Key Stage</li> <li>• Heads of Department</li> <li>• Business Development Leaders</li> </ul>	8	13	2	3	<p><i>This course is designed for trainees who are leading excellence and change in their organisations. It provides trainees with the necessary knowledge, strategies and skills to lead innovation through change management.</i></p> <p><i>Trainees will learn how to prepare and support individuals in the organisation to adopt change successfully in order to drive success.</i></p>	<ul style="list-style-type: none"> <li>• To understand how to lead and manage change that is sustainable</li> <li>• To develop an understanding of the three levels of change management</li> <li>• To develop an awareness of how change management works.</li> <li>• To know how to prepare for change.</li> <li>• To avoid the cost of poorly managed change.</li> <li>• To identify the indicators for effective change management.</li> </ul>