



Syllabus

**Cambridge International Certificate
in Educational Leadership 6247**

**Cambridge International Diploma
in Educational Leadership 6248**

Centres using this syllabus must use PDQ Connect for collation of evidence and the submission of ePortfolios.



Why choose Cambridge?

Cambridge Professional Development Qualifications (PDQs) provide a strong framework to support the effective continuing professional development of candidates.

They help candidates to:

- engage critically with relevant concepts, principles, theories and best practices from around the world
- apply new ideas and approaches in reflective practice in their own teaching and learning context
- formatively evaluate experiences to plan further development
- transform the quality of teaching and school leadership to improve the outcomes of students.

Cambridge PDQs are designed to be integrated into schools' professional development planning, activities and culture. They help schools to improve through cost-effective, sustainable programmes that benefit teachers and their students. They demonstrate to parents, the school community and stakeholders that the school values and nurtures staff development.

'It has encouraged experimentation of best practices and changes in teaching and leadership practices, enriched professional conversations and professional judgements of staff, and renewed interest in education among staff.'

Richard Sarpong, Head of Professional Development, International Community School, Kumasi, Ghana

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1 Introduction

Purpose of this document

This syllabus sets out the details of the Certificate and Diploma in Educational Leadership. These are Cambridge Professional Development Qualifications (PDQs) offered by Cambridge Assessment International Education.

The syllabus will help Programme Leaders in Cambridge Professional Development Centres understand the design, structure and requirements of these qualifications. It will also help them to guide their candidates accordingly.

The syllabus focuses on the learning outcomes and related scheme of assessment. For further guidance on the design principles and features of programmes leading to these qualifications please see the resources for Cambridge Professional Development Centres.

These are available at www.cambridgeinternational.org/pdq

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Quality

Cambridge PDQs are benchmarked to the Framework for Higher Educational Qualifications (FHEQ) for England, Wales and Northern Ireland. Cambridge PDQ Certificates are benchmarked to FHEQ Level 4 and Diplomas to FHEQ Level 5.

This means that teachers and leaders achieving a Cambridge PDQ are well prepared for their next step in the professional development pathway and their Cambridge PDQ has value as they progress to relevant Level 6 and 7 programmes

'Cambridge guides and supports us in implementing the programmes, and we encourage the teachers, leaders and their schools to think creatively and be innovative in their practice. The outcomes of collaborative learning have impacted positively on schools through improved learning outcomes.'

Vardhana Lakshmi, Programme Leader CfBT Education Services, India

The Cambridge School Leader

Cambridge International programmes and qualifications develop not only subject knowledge and skills but also attitudes, ways of thinking and behaviours.

There are five Cambridge School Leader attributes. Cambridge School leaders are:

- **confident** in their role of leadership, taking into account the vision, mission, culture and priorities of their school, and in exercising the knowledge, understanding, skills and qualities that their leadership position requires.
- **responsible** within the scope of their role for the well-being, progress and achievements of all learners and the professional practice, well-being and development of their staff
- **reflective** in their own professional practice, seeking continually to improve their leadership through feedback from colleagues, personal research and self-reflection
- **innovative** in applying their knowledge, understanding and personal and professional skills to leadership tasks and challenges
- **engaged** in the improvement of learning and in securing the best educational outcomes for all their learners, through the professional development of all their teachers.

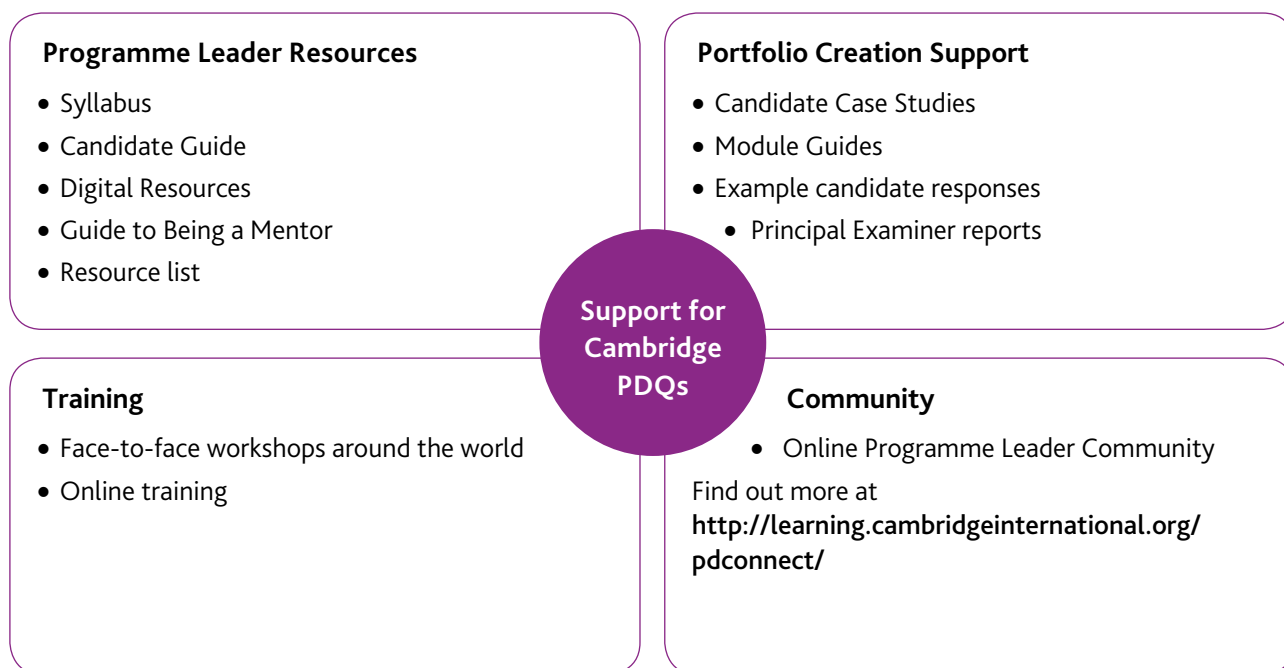
More information on the Cambridge school leader, Cambridge teacher and Cambridge learner attributes can be found at: www.cambridgeinternational.org/images/271189-the-cambridge-learner-and-teacher-attributes.pdf

Support for Cambridge Programme Leaders

Every Cambridge PDQ Centre appoints a Programme Leader who is responsible for designing and managing the programme. The Programme Leader is pivotal to the quality and success of the Cambridge PDQ programme.

The role is wide-ranging, from designing and developing the programme to liaising with mentors, school leadership and Cambridge International. Being an effective Programme Leader is about shaping and supporting professional learning to have an impact on the quality of teaching and leadership in schools. Programme Leaders evaluate their professional development learning programme as part of their commitment to professional development.

We provide a wide range of practical resources, detailed guidance and innovative support so that Programme Leaders can give their candidates the best possible preparation for Cambridge PDQs.



'Everything that I learnt was very practical, directly related to my role. So even though it was challenging, and I would call and tell my programme leader that I wasn't sure if I could finish the work before the deadline, he and my mentor supported me through it. ... My programme leader [...] set up an online page where all of us on the course could post ideas and articles and share resources. He also guided me throughout my programme, signposting me to material and resources which were very inspiring to read'

Akosua Konadu, Head of Primary at ICS Accra, Ghana

Syllabus overview

The revised Certificate and Diploma has been designed to help leaders develop their professional thinking and practice, and enhance their:

- knowledge, skills and understanding of effective leadership
- leadership practice
- school and its effectiveness.

Leadership matters: it makes a difference to the quality of learning and teaching and the performance of schools. Today, we can identify the key ingredients of successful leadership. We can learn from educational research, including studies of school leaders in action in different countries and in high-performing school systems. We can also learn from research and experience outside education.

These qualifications help practising leaders to study what is known about successful leadership; to focus on the key ideas and challenges, leadership theories, and strategies and actions of highly effective leaders; and to develop their reflective practice as leaders. They encourage leaders to:

- increase their knowledge and understanding of successful leadership
- develop their leadership skills
- self-evaluate their approaches to leadership
- reflect on their leadership practices
- enhance their performance as leaders.

The Certificate and Diploma are grounded in the idea that leadership learning is an active process. Practising leaders do not passively receive information and knowledge, but construct it for themselves and examine ideas and insights in the light of their own experience and behaviour. The content explored in the qualifications is used to stimulate thinking, to challenge candidates' assumptions and to shape their leadership practices. Both qualifications place strong emphasis on increasing candidates' knowledge and understanding of effective leadership. This will improve their own practice and the performance of the schools in which they work.

The Certificate and Diploma are for those who have a leadership role in schools, but also those who work in school districts, regional centres or other parts of the educational system.

They are inclusive and relevant to leaders in all teaching and learning contexts: from primary and secondary general education, to adult and higher education. They help leaders to explore and apply new ideas in their own context, integrate new approaches in their own practice, and demonstrate their professional development as reflective practitioners.

The Cambridge International Certificate in Educational Leadership is for candidates with leadership roles in schools, or who are leaders in other parts of the educational system with direct responsibilities for teachers or leaders, and for aspiring leaders, who want to:

- inform their understanding of educational leadership through an introductory study of contemporary international theories and research
- research findings and insights about effective leadership practice from their own educational context and from international studies
- apply their leadership learning to their own leadership role and practice through critical reflection, mentoring and peer feedback
- identify their priorities for professional development and create a development plan to present to their own leadership or governing body
- develop foundational skills in academic study, professional reflection, collaborative enquiry and academic writing as a basis for further study.

The Cambridge International Diploma in Educational Leadership is for candidates with a leadership role in schools, or who are leaders in other parts of the educational system with direct responsibilities for teachers or leaders, who want to:

- develop their understanding of educational leadership through further study of contemporary international theories and research
- research findings and insights about how to improve teaching and learning in their schools through the effective management of change and the professional development of teachers and leaders
- apply their leadership learning to their own leadership practice through critical reflection, mentoring, professional debate and the implementation of a leadership initiative in their school
- evaluate their leadership learning and review their priorities for further professional development as part of their personal development plan
- develop higher-level skills in academic study and academic writing as a basis for further study.

For both qualifications, it is essential that leaders can try out in practice, in their workplace, what they learn during their study.

Leadership learning is based on the twin concepts of active learning and reflective practice. Candidates increase their knowledge of relevant theories and research findings to inform and deepen their reflections.

The qualifications aim to strengthen the ability of practising leaders to learn from experience. They do this through the opportunities provided to reflect, analyse and self-evaluate their actions. Alongside face-to-face sessions and seminars, work based learning is not only encouraged but expected.

Leadership learning is not only experiential, knowledge based and informed by theory. It is also concerned with ensuring the effectiveness of the teams, departments and organisations that leaders lead. The qualifications are designed to enhance the contribution leaders make to the performance of their teams and schools.

The Certificate and Diploma are designed to provide for such professional development. The programme involves a spiral of professional learning, each stage being a cycle of experiential learning and reflective practice following on from the previous cycle and leading on to the next. Areas of learning are revisited systematically within the programme so that the candidate can engage with these in more depth and detail, and acquire related knowledge and skills.

The spiral of professional learning in a Cambridge PDQ programme depends particularly on three processes:

- research
- reflection
- learning with and from mentors.

These processes work together. It is crucial that learners receive feedback to inform their continuous reflection on their learning experiences. Observation and reflection are much more effective with the support of a mentor.

The mentor develops a learning relationship with the candidate, supporting them during their work-based learning to make the most of the learning experience and to achieve the Cambridge qualification. The mentor understands the essential principles of the Cambridge PDQ, and provides helpful advice to their candidate, sharing their own experiences and knowledge.

'A good aspect of the programme is that my mentor and I would discuss my lesson and I would reflect during this discussion.'

Yu Wei, has been a teacher of mathematics for three years and currently teaches A Level students at ULink College of Shanghai, China

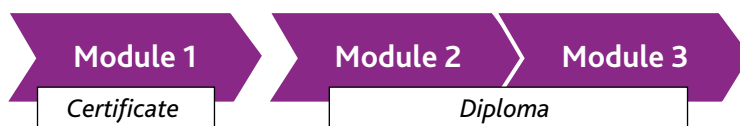
Language requirements

To take part in the Certificate or Diploma programme candidates are required to have sufficient competence in English. All candidates should have English language competence comparable to **Level B2** in the **Common European Framework of Reference for Languages (CEFR)**. This framework is provided by the Council for Europe. Further details can be found on the Council's website at [http://coe.int/t/dg4/education/elp-reg/cefr_grids EN.asp](http://coe.int/t/dg4/education/elp-reg/cefr_grids_EN.asp)

We recommend a minimum requirement of 5.5 on the International English Language Testing System. See www.ielts.org/ for more details.

What is the qualification structure

Module 1 can be taken on its own as the Certificate. Candidates can then progress to Modules 2 and 3 to complete the Diploma.

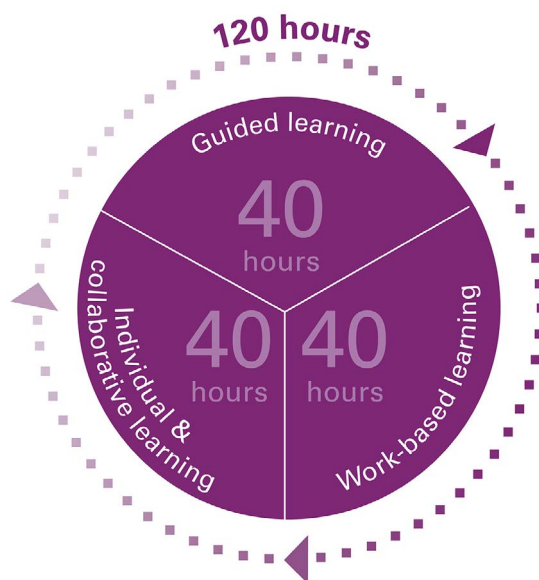


The table below shows what is involved in each module.

Learning hours in preparation	120
Recommended programme duration	4 months
Assessment	Portfolio of evidence of practice, learning and reflection
Evidence length	3600 words with work-based records

What does the Certificate or Diploma involve?

A typical Certificate or Diploma programme run by a Cambridge Professional Development Centre consists of a broad balance of activities, appropriate to the needs and circumstances of teachers and their schools. The programme is planned by the centre's programme leader and team as a coherent sequence of learning over time, with a variety of elements.



Centres must provide at least 40 hours of guided learning for each module. Candidates should integrate as much preparation time as possible into their day-to-day practice. They should allow time for background reading and discussion with their colleagues, to enrich their reflective practice.

During each stage of the programme, candidates explore a number of key questions and engage in a series of activities closely related to their everyday professional work. These activities and related reflections produce evidence for assessment.

There is an important role for a mentor to play in supporting this learning. Through discussion and their questioning skills, mentors encourage candidates to reflect on their learning and on what it means for their approaches to teaching. They also help candidates to demonstrate through examples and accounts of practice that they are:

- acquiring new skills
- learning how to use their new skills and knowledge
- linking changes in classroom practice to improvements in student outcomes.

How are the Certificate and Diploma assessed?

Candidates are assessed through an ePortfolio of evidence, submitted to a team of Cambridge International examiners using PDQ Connect, an online platform. In their portfolio, candidates demonstrate their knowledge, skills and understanding of leadership in the context of their own work. Portfolio evidence includes:

- reviews of key concepts and theories of leadership
- evaluation of their job descriptions and their leadership contexts
- reflections on their leadership skills and practice and action planning for development
- interviews with experienced leaders and feedback from them
- analyses of the skills and practices of effective leaders
- analysis of their own leadership learning and feedback from peers and mentors
- an evaluation of a change initiative which they have planned and implemented
- a *Professional Development Plan* for their future leadership development

'The Cambridge PDQ required me to think, to reflect on my practice and ask questions about how I lead. And then to apply this to the work that I do.'

Akosua Konadu, head of Primary at ICS Accra

Evidence requirements

In their portfolio, candidates will use the relevant Cambridge International templates to gather, organise and present their evidence to satisfy the assessment criteria. Access to PDQ Connect will be provided by the Programme Leader.

In the introduction to the portfolio, candidates provide background information about their professional experience and role, and the context in which they teach. This is their opportunity to indicate significant influences on their work and professional development. Although the introduction is not formally assessed or judged, it does help the examiner to understand the teaching context and interpret the subsequent assessment evidence. Please note, however, that a curriculum vitae is not required.

With written evidence, candidates should keep to the word limits and respond to the prompts in templates succinctly. The prompts indicate how to focus and shape explanations, reflections and other evidence. Candidates must also follow Cambridge International's rules for the format and size of digital evidence, such as images and video. Guidance for this is given on PDQ Connect.

Candidates' reflections should provide references for other people's ideas and experiences, whether these are in the form of academic publications, or posts to online discussion forums or blogs. All sources must be clearly referenced.

The Programme Leader can provide further guidance on academic honesty.

Reflective journal

Candidates will maintain a reflective journal throughout their programme of learning. By keeping a journal, candidates will more effectively evaluate their practice and develop reflective skills which will underpin their professional development.

For further support on reflective practice see:

www.cambridgeinternational.org/teaching-and-learning/getting-started-with/

'[Candidates] who have completed a Cambridge PDQ have a greater awareness of students being at the centre of learning and thus facilitating their independence.'

Jon Murray-Walker, Headmaster, Greensteds International School, Kenya

2 Certificate in Educational Leadership

Introduction to the Certificate

Aims

In the Certificate, candidates will have the opportunity to:

- understand key leadership theories and ideas, from inside and outside of education, and apply these to thinking about their own practice
- draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership
- relate these to their own leadership context in planning actions
- develop their reflective practice skills to help them to evaluate and improve their own leadership practice
- learn collaboratively, supported by a mentor, to share insights, and develop knowledge and skills.

Programme content will typically include:

- key findings from effective leadership research
- major leadership theories
- implications of leadership theory for practitioners
- leadership in other contexts, countries and school systems
- lessons learned from their own practice as leaders
- leading teams
- developing their own effectiveness and that of others.

Structure

The Certificate comprises three units related to practice which together form Module 1: Exploring leadership.

Unit 1	Understanding key concepts and theories of leadership
Unit 2	Defining successful educational leadership practice
Unit 3	Action planning for developing leadership

Each unit is set out in terms of its learning outcomes, key questions, assessment approach and evidence requirements. Assessment criteria appear at the end of this section.

- Each **learning outcome** is a statement that defines the expected goal of a curriculum in terms of demonstrable skills or knowledge that will be acquired by the candidate.
- The **key questions** show professional learning related to each learning outcome. These questions will support the candidate as they explore the knowledge required to meet the learning outcome.
- The **assessment approach and evidence requirements** explain how candidates can show that they have achieved the learning outcomes.
- The **assessment criteria** are used by Cambridge International examiners in their judgements on the quality of the evidence presented. They specify what the candidate is expected to do in order to demonstrate that they have achieved a learning outcome.

Module 1 Exploring Leadership

Unit 1 Understanding key concepts and theories of leadership

Candidates will explain their understanding of the main ideas and theories related to leadership.

Learning outcomes

- A:** Explain their understanding of key concepts and theories of leadership.
- B:** Critically apply a new concept or theory of leadership to their own context.
- C:** Demonstrate an awareness of the contextual nature of leadership and the ways in which context affects leadership action.
- D:** Use a selection of the concepts and theories to reflect upon their own leadership role and context.

Learning outcomes and key questions

Learning outcome A: Explain their understanding of key concepts and theories of leadership.

- What did the concept of 'leadership' mean to you before you began to study for this unit?
- Has your previous development as a leader been influenced by leadership theories or by the example of other leaders?
- Of the new concepts and theories of leadership that you have studied, which do you think are important, and why?
- Which new concept or theory is most relevant to your school or school leadership?
- Which new concept or theory is most relevant to your own role and leadership development?

Learning outcome B: Critically apply a new concept or theory of leadership to their own context.

- What are the key insights about leadership in the new concept or theory that you have chosen?
- Why do you think these are relevant to your school's or your own leadership?
- What might be the key changes to your school's or your own leadership if your chosen concept or theory was applied in your context?
- What would be the challenges and the benefits in applying the concept or theory?
- Are there things about the concept or theory that might be inappropriate if applied in your school context?

Learning outcome C: Demonstrate an awareness of the contextual nature of leadership and the ways in which context affects leadership action.

- In what ways do the circumstances in which leaders find themselves affect what they are able to achieve as leaders?
- Do successful leaders adapt to their circumstances or change them?
- From your research, what are the distinctive features of your own educational context that affect what school leaders can do or how they do it?
- What are the key contextual factors that influence your own leadership?
- How have these factors affected your leadership practice or development?

Learning outcome D: Use a selection of the concepts and theories to reflect upon their own leadership role and context.

- In your study for this unit, what ideas have strengthened and supported your current practice as a leader?
 - What ideas have made you rethink your approach to the challenges you face as a leader?
 - What concepts or theories have given you new ideas about or perspectives on your role?
 - How could these ideas influence your understanding of your leadership role and context in the future?
 - How could these ideas influence the development of your leadership learning and practice in future?
-

The role of the mentor in Unit 1

The mentor will hold a discussion with the candidate using the *Leadership Professional Discussion Template* for guidance.

Assessment

Candidates will:

- create an annotated reading list based on their reading for this unit
- critically evaluate their job description based on their reading for this unit
- hold a discussion with their mentor in which they discuss reasons for selecting specific areas of leadership practice and their emerging understanding of successful leadership.

Evidence of practice – This includes:

- an annotated reading list
- *Module 1: Unit 1 Job Description Evaluation*
- *Module 1: Unit 1 Leadership Discussion with their mentor*

Evidence of learning (800 words)

A review of selected concepts and theories of leadership, explaining why and in what ways these are relevant to your own current leadership role, including a detailed critique of one of the concepts or theories.

Evidence of reflection (400 words)

An evaluation of the cultural and institutional context of your own leadership role, and how contextual factors affect and influence your own work as a leader in your current role.

Unit 2 Defining successful educational leadership practice

Candidates will explore contemporary research into successful educational leadership and the practices of successful leaders so that they can achieve the following learning outcomes.

Learning outcomes

- E:** Articulate their new knowledge and understanding of theories, definitions and research findings about successful leadership internationally and apply it to their own context and leadership roles.
- F:** Evaluate key features and practices of successful leadership and the impact of these features, identifying the implications of what successful leaders do for their own leadership role.
- G:** Apply their understanding of successful leadership to a research interview with an experienced leader in their own local context.
- H:** Evaluate their own leadership in the light of what they have learned about specific leadership features and practices, and identify areas for development.

Learning outcomes and key questions

Learning outcome E: Articulate their new knowledge and understanding of theories, definitions and research findings about successful leadership internationally and apply it to their own context and leadership roles.

- How do you define the key terms 'successful' and 'effective' as applied to the different roles and levels involved in school leadership?
- From your study, do you think that the way in which successful leadership is seen has changed over time, and how?
- What are the main emphases in current research about the priorities and values of successful leaders?
- In the research and case studies, do these emphases vary between countries?
- What are the key messages about success in leadership that are relevant to your school and your own role?

Learning outcome F: Evaluate key features and practices of successful leadership and the impact of these features, identifying the implications of what successful leaders do for their own leadership role.

- What does current research tell us about what leaders do in general that affects their success in their role?
- How do researchers measure the impact of leaders on the success of their schools?
- Which leadership practices are seen as being most effective in improving the quality of education in schools?
- How can leaders at different levels in schools adapt or apply the practices to achieve success in their roles?
- Which specific practices identified in your study are already a feature of your leadership?

Learning outcome G: Apply their understanding of successful leadership to a research interview with an experienced leader in their own local context.

- What are the similarities and differences between the view of successful leadership in the research, and the public view in your country?
- Are experienced leaders in your country influenced by leadership research or are the expectations of others in their schools and communities more influential?
- What do experienced leaders take into account when considering their own success?
- To what extent do their criteria for success match the findings about successful leadership in the research?
- What methods of professional development have been most effective in developing their leadership abilities, skills or practices?

Learning outcome H: Evaluate their own leadership in the light of what they have learned about specific leadership features and practices, and identify areas for development.

- In your role, what are the key leadership practices that would most contribute to your achievement of your own objectives?
 - Of those that are already a feature of your role, has your study shown you ways in which to develop these practices?
 - What new features or practices from your study would enhance your chances of success in your role?
 - Using one as an example, how would it contribute to the development of your role and what benefits might result?
 - What would be the challenges and risks of developing this aspect of your leadership?
-

The role of the mentor in Unit 2

The mentor will support the candidate in designing and carrying out the interview with an experienced colleague. The mentor will then hold a discussion with the candidate using the *Discussion: Post-Interview Template* for guidance.

Assessment

Candidates will:

- plan, prepare and carry out an interview with an experienced leader
- review international leadership research
- discuss their findings with their mentor.

In the portfolio, candidates must submit the following.

Evidence of practice – This includes:

- *Module 1: Unit 2 Interview Plan*
- *Module 1: Unit 2 Interview Outcomes*
- *Module 1: Unit 2 Post Interview Discussion.*

Evidence of learning (600 words)

An analysis of what successful educational leadership looks like based on your understanding of contemporary research and your interview with an experienced leader. A critical evaluation of one of the key features of successful leadership that you have encountered in the literature, and which you have found challenging and interesting.

Evidence of reflection (600 words)

A reflective evaluation of the implications of what you have learned about the features of successful educational leadership and the practices of successful leaders for your own context and role. An explanation of how one of the practices would contribute to your own professional development as a leader.

Unit 3 Action planning for developing leadership

Candidates will explore the research concerning the strategies and skills used by educational leaders so that they can achieve the following learning outcomes.

Learning outcomes

- I:** Articulate their knowledge and understanding of the strategies used by successful leaders at different levels and the skills required to implement them.
- J:** Apply their understanding of the features, strategies and skills of successful leadership to an analysis of their own role and identify key priorities for development.
- K:** Develop and present to different audiences an evaluation of their leadership role, including a strategy for development that focuses on selected practices of successful leadership.
- L:** Evaluate the outcomes of the presentation to produce a short-term development plan for developing their role in order to improve specific outcomes in their area of leadership.

Learning outcomes and key questions

Learning outcome I: Articulate their knowledge and understanding of the strategies used by successful leaders at different levels and the skills required to implement them.

- From the research, how do successful leaders make priorities and develop strategies to achieve their objectives?
- What key strategies are associated with improving teaching and learning in a school?
- What sort of criteria do leaders use to evaluate whether their strategies are likely to succeed?
- What does the research say about the range of key skills needed for successful leadership?
- Does the level of individual leaders' roles within the school affect the strategies that they can use and the skills they need?

Learning outcome J: Apply their understanding of the features, strategies and skills of successful leadership to an analysis of their own role and identify key priorities for development.

- What is the most important objective that you have to achieve in your area of responsibility over the coming year?
- What alternative strategies could you use to achieve your objective?
- Which strategy is likely to be most effective, in terms of your leadership skills and context?
- How can your other objectives be best achieved in the context of your major priority?
- To what extent are these priorities and objectives focused on the improvement of teaching and learning?

Learning outcome K: Develop and present to different audiences an evaluation of their leadership role, including a strategy for development that focuses on selected practices of successful leadership.

- How has your leadership learning in Module 1 affected your understanding of your own leadership role and objectives?
- What has the research on successful leadership told you about your leadership strengths and skills?
- What have you learned about ways in which you could be more effective in your role, with your current priorities?
- What skills or practices of successful leaders will you need to develop to achieve these priorities?
- What is your proposed strategy for developing these practices?

Learning outcome L: Evaluate the outcomes of the presentation to produce a short-term development plan for developing their role in order to improve specific outcomes in their area of leadership.

- What did you learn about yourself and your leadership from giving the presentations?
 - Was the feedback on the presentations in line with your self-evaluation in terms of priorities, skills and practices?
 - How do you account for any differences and do you intend to change your self-evaluation accordingly?
 - How will the actions in your Development Plan improve specific outcomes in your area of leadership?
 - Is the plan realistic and achievable in the time available?
-

The role of the mentor in Unit 3

The mentor will support the candidate in designing a presentation. The mentor will provide feedback on the presentation that the candidate delivers to his/her peers and will support the candidate in amending aspects of the presentation before they present to the leadership team. The mentor will help the candidate identify the key areas to be developed further in their development plan.

Assessment

Candidates will:

- evaluate their learning from Unit 1 and Unit 2
- present to their mentor and peers on their understanding of successful leadership and the implications for their own leadership and leadership development
- revise their presentation based on feedback
- present the revised presentation to their school leaders and take feedback
- develop a development plan based on their learning and the feedback received

In the portfolio, candidates must submit the following.

Evidence of practice – This includes:

- a copy of the initial presentation
- at least two copies of the *Module 1: Unit 3 Presentation Review Form from the initial presentation*
- a copy of the revised presentation
- at least two copies of the *Module 1: Unit 3 Presentation Review Form from the second presentation*
- *Module 1: Unit 3 Personal Leadership Development Plan.*

Evidence of learning (400 words)

An evaluation of selected strategies relevant to your leadership level or role, used by successful leaders, and of the skills required to implement them.

Evidence of reflection (800 words)

A review of the priority areas for the development of your practices and skills in relation to current leadership responsibilities, based on an evaluation of current strengths and feedback from peers, school leaders and mentors, as a commentary on the development plan.

Assessment criteria

Candidates will be assessed for the Certificate according to the following criteria, applied to the portfolio of evidence as a whole:

- 1 Understanding Educational Leadership.
- 2 Developing thinking and practice in Educational Leadership.
- 3 Analysis and discussion.
- 4 Communication and presentation.

DISTINCTION

Understanding educational leadership	Demonstrates a well-focused understanding of relevant concepts and principles, with evidence of analysis of strengths and weaknesses. Applies relevant concepts and principles to own practice, with evidence of critical evaluation and limitations.
Developing thinking and practice in educational leadership	Evidences effective practice, with a well-focused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own practice, and identification of learning from experience.
Analysis and discussion	Analyses questions and issues arising from study, enquiry, discussion and experience, in a well-focused manner, supported by relevant and useful examples drawn from valid and reliable evidence. Evidence of a range of information sources to inform the analysis and discussion. Well-structured work.
Communication and presentation	Presents ideas, arguments and information in a well-structured and consistent manner. Professional approach to presentation of work, with opinions only given when justified and/or backed up by evidence. Academic conventions followed, with appropriate referencing to published work or other accepted sources of evidence.

PASS	
Understanding educational leadership	Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.
Developing thinking and practice in educational leadership	Evidences effective practice, with a sound and largely accurate understanding of relevant theories and principles underlying practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.
Analysis and discussion	Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.
Communication and presentation	Presents ideas, arguments and discussions in an orderly and generally consistent manner. Professional approach to presentation of work. Opinions may be expressed at times without evidential or other accepted support. Academic conventions mostly followed, with attempt to reference appropriately.
FAIL	
Understanding educational leadership	Demonstrates inadequate or poor understanding of relevant concepts and principles. Application to own practice may be very limited, inadequate or inappropriately applied.
Developing thinking and practice in educational leadership	Little or poor evidence of linking effective practice with theories and principles. Limited or inaccurate understanding of relevant theories and practice. Little evidence of application of theories and principles to own practice.
Analysis and discussion	Descriptive accounts, with inaccuracies and misunderstandings in places. Opinions and views expressed, but without links to evidence and/or relevant examples. Work likely to be poorly organised and structured.
Communication and presentation	Work demonstrates significant weaknesses in presentation and may be poorly structured, not well organised and not presented in a professional manner. Opinions may be given at length without any attempt to provide support from other sources.

Recommended reading

There are many resources that can support candidates during their studies.

'Getting started with ...' is a series of interactive resources which introduce and develop key areas of teaching and learning practice. They link what the research says with what happens in the classroom, and provide new ideas to help you and your teachers. Follow the link to access the full range of resources:

www.cambridgeinternational.org/teaching-and-learning/getting-started-with

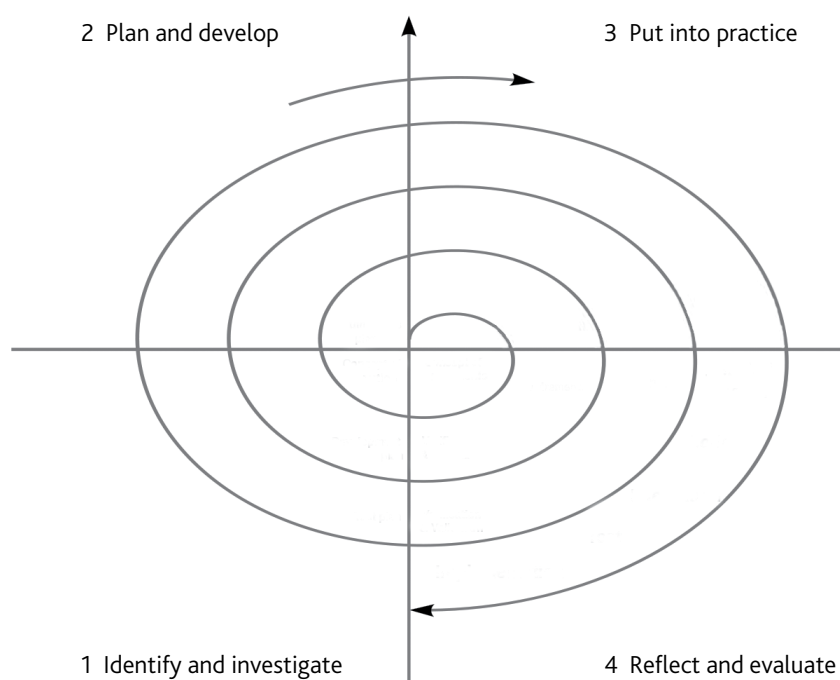
A list of recommended resources and factsheets are available for the Programme Leader to download from the online community.

3 Diploma in Educational Leadership

Introduction to the Diploma

Aims

The Cambridge International Diploma in Educational Leadership is built on a spiral of learning and development. By reflecting on and evaluating the experiences in each module, further areas for development are identified, and the cycle begins again, this time incorporating new understanding and capabilities. Conscious engagement with this spiral of development results in higher-quality leadership.



In the Diploma, candidates will have the opportunity to:

- understand key leadership theories and ideas, from inside and outside of education, and apply these critically in their own thinking and practice
- critically engage with evidence from research and practice to develop knowledge with understanding of what is known about:
 - successful leadership of change
 - school improvement
 - teaching and learning
 - staff development
- relate these to their own and other comparable leadership contexts, and carry out practice-based initiatives to help them evaluate and improve their own leadership practice
- develop their reflective practice skills, enriched by ideas and experience from external sources
- learn collaboratively, supporting and supported by their colleagues to develop insights, knowledge and skills.

Programme content will typically include:

- how leaders influence what happens in classrooms and schools
- monitoring the progress of students and the quality of teaching
- observing teaching and learning, and giving feedback
- promoting peer discussion about pedagogy
- mentoring and coaching others
- theories of change and how to lead school improvement
- lessons and insights from candidates' experience of change
- identifying the critical issues in leading change
- why developing staff is important
- how to develop staff.

Structure

The Diploma comprises the same Module 1 as the Certificate plus two additional modules related to practice:

Module 2	Leading and improving teaching and learning
Module 3	Leading change for improvement and developing staff

Candidates must achieve a Pass in Module 1 (Certificate programme) to progress to Module 2. Modules 2 and 3 will deepen and extend their knowledge, understanding and skills, and lead to the award of the Diploma. Candidates must pass Module 2 before entering Module 3.

Each module is set out in terms of its learning outcomes, key questions, assessment approach and evidence requirements. Assessment criteria appear at the end of this section.

- Each **learning outcome** is a statement that defines the expected goal of a curriculum in terms of demonstrable skills or knowledge that will be acquired by the candidate.
- The **key questions** show professional learning related to each learning outcome. These questions will support the candidate as they explore the knowledge required to meet the learning outcome.
- The **assessment approach and evidence requirements** explain how candidates can show that they have achieved the learning outcomes.
- The **assessment criteria** are used by Cambridge International examiners in their judgements on the quality of the evidence presented. They specify what the candidate is expected to do in order to demonstrate that they have achieved a learning outcome.

Module 2 Leading and improving teaching and learning

Candidates will explore the practice of leadership and teaching and learning so that they can achieve the following learning outcomes.

Learning outcomes

- M:** Demonstrate understanding of the features of educational leadership that have an impact on the improvement of teaching and learning.
- N:** Analyse how leaders in different contexts and at different levels of leadership apply these findings and insights.
- O:** Evaluate the strategies and skills required to develop the quality of teaching and learning in their context and role.
- P:** Plan and implement an initiative to improve the quality of teaching and learning in their area of leadership responsibility.
- Q:** Evaluate the impact of the initiative on teaching and learning and on development of their own leadership practice.
- R:** Review and revise their *Personal Leadership Development Plan* in light of what they have learned in this module.

Learning outcomes and key questions

Learning outcome M: Demonstrate understanding of the features of educational leadership that have an impact on the improvement of teaching and learning.

- What have you learned from research findings about how leaders attempt to improve the quality of teaching and learning in their schools or teams?
- Which of these features of leadership have been found to be most effective in bringing about improvement?
- Which have been found to be less effective?
- What leadership practices, strategies and skills are associated with the most effective ways of leading improvement in teaching and learning?

Learning outcome N: Analyse how leaders in different contexts and at different levels of leadership apply these findings and insights.

- What is the evidence that similar practices for improving teaching and learning are used by effective leaders around the world?
- Why might some practices and strategies be appropriate in some contexts and not in others?
- How do leaders adapt these practices and strategies according to their level of leadership?
- What are the limitations on leaders' ability to influence improvements to teaching and learning?

Learning outcome O: Evaluate the strategies and skills required to develop the quality of teaching and learning in their context and role.

- Which of the leadership responsibilities in your job description are focussed on your team's teaching and their students' learning?
- What kinds of strategies have you already used to develop quality, and how successful were you?
- Using one example, what might you have done differently, and what leadership skills might have improved the outcomes?
- From your research, what strategies and skills would be helpful to you in future?

Learning outcome P: Plan and implement an initiative to improve the quality of teaching and learning in their area of leadership responsibility.

- What do you think are the most effective changes you could lead to improve the quality of teaching and learning in your team's area?
 - Which of these changes could be realistically achieved within the timeframe of the initiative and the resources available?
 - How could you structure the initiative to make an impact on teaching within the timescale?
 - What will be your leadership role within the initiative?
-

Learning outcome Q: Evaluate the impact of the initiative on teaching and learning and on development of their own leadership practice.

- What specific differences in teaching and learning do you expect to observe during the course of your initiative?
 - How might you establish a baseline for the changes you are planning to achieve?
 - How might you keep a record of your actions and observations during the initiative?
 - How might you involve your team and the students in the evaluation of the initiative?
-

Learning outcome R: Review and revise their *Personal Leadership Development Plan* in light of what they have learned in this module.

- To what extent did your initiative achieve your objectives?
 - What will you need to do next to build on the initiative and consolidate any improvements in the quality of teaching and learning?
 - What have you learned about your leadership of teaching and learning from implementing the initiative?
 - How does this learning affect your continuing *Personal Leadership Development Plan*?
-

The role of the mentor in Module 2

The mentor will support the candidate in planning and evaluating their initiative and will then carry out a discussion with the candidate. The mentor will also support the candidate in revising the *Personal Leadership Development Plan* that they submitted for Module 1. The revision will be based on their learning from Module 2.

Assessment

Candidates will:

- study the research findings on how leadership can impact on the quality of teaching and learning
- plan and implement an initiative to improve the quality of teaching and learning in their area of responsibility
- evaluate the impact of their initiative
- refine their professional development plan based on their learning in Module 2.

In the portfolio candidates must submit the following.

Evidence of practice – This includes:

- a detailed plan describing their planned initiative
- a *Module 2: Initiative Discussion* with their mentor regarding their planned initiative
- a completed *Module 2: Initiative Evaluation*
- their revised *Personal Leadership Development Plan* (from Module 1).

Evidence of learning (1600 words)

An analysis of key findings and insights from research into how leadership improves the quality of teaching and learning. An analysis of which of these findings and insights are most relevant to your own leadership context and role.

Evidence of reflection (2000 words)

An evaluative account of your initiative to improve teaching and learning. Its impact on your area of responsibility and your own leadership learning.

Module 3 Leading change for improvement and developing staff

Candidates will reflect on their practice of leading teaching and learning in a more systematic way using a cycle of practitioner inquiry.

Learning outcomes

- S:** Understand the knowledge base and key theories about change processes.
- T:** Demonstrate critical understanding of the literature on leading and managing change.
- U:** Critically review and evaluate the implications from the literature on change and school improvement for leaders and their development.
- V:** Understand the importance of staff development in relation to improving the quality of teaching and learning, school improvement and change processes.
- W:** Know which forms of staff development are the most effective and have an impact on learning.
- X:** Know how to develop staff in schools and other educational settings.

Learning outcomes and key questions

Learning outcome S: Understand the knowledge base and key theories about change processes.

- From your research, what are the key ideas and theories about the role of leadership in change processes in schools?
- According to the research, what strategies do effective leaders use to bring about change?
- Why are the instructional and transformational leadership models significant for change processes?
- Why is distributed leadership significant to the change process in schools?

Learning outcome T: Demonstrate critical understanding of the literature on leading and managing change.

- What are the strengths and weaknesses of one of the leadership models in terms of leading and managing change?
- For one of the 'areas of change' for this module, what research, theoretical or policy literature was influential in developing your thinking?
- To what extent were the ideas and insights in the literature about leading change in this "area" relevant and appropriate for your role and context?
- How can you adapt and develop the ideas so that they are relevant and appropriate?

Learning outcome U: Critically review and evaluate the implications from the literature on change and school improvement for leaders and their development.

- What, in your view, are the most important priorities that leaders have to take into account in their leadership of school change?
- How can these priorities vary according to the context of the school and the level of the leader?
- What are the most effective approaches to leadership development described in the literature?
- What have you learned from your study for this Cambridge PDQ about the most effective means for your own leadership development?

Learning outcome V: Understand the importance of staff development in relation to improving the quality of teaching and learning, school improvement and change processes.

- What does the research suggest as design principles for effective staff development?
 - What features of staff development are most effective in changing teachers' practice?
 - What is the role of professional learning communities in improving teaching?
 - How do leaders evaluate the impact of professional development programmes?
-

Learning outcome W: Know which forms of staff development are the most effective and have an impact on learning.

- What forms of staff development are you familiar with in your own context?
 - What are the strengths and weaknesses of these forms in terms of improving learning?
 - Which new forms of staff development that you have found in your research would be appropriate in your context?
 - How do teachers evaluate the impact of their professional learning on their own teaching?
-

Learning outcome X: Know how to develop staff in schools and other educational settings.

- What have you learned from your research about constructing effective programmes of staff development for individuals and teams?
 - What are the components of blended professional development programmes and why are blended programmes important?
 - What is the role of leadership in staff development?
 - How can Cambridge programmes be used effectively as part of a school's staff development programme?
-

The role of the mentor in Module 3

Once the candidate and mentor have agreed the area of interest, the mentor will carry out a discussion with the candidate regarding their reason for choosing the area of interest they would like to explore. The mentor will then observe the presentation and take part in the debate that follows the candidate's presentation of their findings to their peers. The mentor will observe the candidate in their practice and support them in developing their professional development plan.

Assessment

The assessment in Module 3 requires candidates to identify an area of leadership (or a feature of leadership practice) which they would like to change. Their chosen feature will be based on the research into the practices and strategies of successful leaders which they have explored in the first two modules of the Diploma programme.

A candidate's mentor will support the candidate in choosing one aspect from the list below:

- 1 Establishing vision, goals and expectations
- 2 Resourcing strategically for staff and learning materials
- 3 Planning and coordinating teaching and the curriculum
- 4 Evaluating teaching and learning, and the curriculum
- 5 Promoting and planning teacher professional development
- 6 Evaluating the impact of professional development on teachers and students
- 7 Ensuring appropriate environments for learning
- 8 Creating partnerships in support of learning

Candidates will:

- identify one area of change they want to explore, and agree this with their mentor
- carry out reading and research in this area of change
- present findings on the area of change to their mentor and peers
- carry out a professional debate with peers on this area of change
- complete their professional development plan.

In the portfolio candidates will submit the following.

Evidence of practice – This includes:

- a copy of the *Module 3: Professional Discussion: Area of Interest* prepared with your mentor regarding the chosen area for change
- a copy of the *Module 3: Annotated Reading List*
- a copy of the *Module 3: Presentation on One Area of Change*
- a copy of the *Module 3: Debate Evaluation*
- a revised *Personal Leadership Development Plan* from Module 2.

Evidence of learning and reflection (3600 words)

- 1 Critique the knowledge and theories about leading and improving the quality of teaching and learning, leading change and developing staff.
- 2 Carry out an evaluation of the skills and strategies leaders use to influence the quality of teaching. Explain what you have learned from your enquiry in relation to improving the quality of teaching through leadership of staff development and change.
- 3 An evaluation of what you have learned about educational leadership and your own practice, and what this means for your future leadership development

Assessment criteria

Candidates will be graded for each module according to the following criteria, applied to the portfolio of evidence as a whole:

- 1 Understanding educational leadership.
- 2 Developing thinking and practice in educational leadership.
- 3 Analysis and discussion.
- 4 Communication and presentation.

To achieve a Distinction in the Diploma, a candidate must achieve Distinction in at least two modules.

DISTINCTION	
Understanding educational leadership	Demonstrates a detailed, accurate and well-informed understanding of key concepts and principles, with some evaluation of different ideas or approaches. Evidence of some sustained critical analysis and evaluation in their application to both their own and others' practice.
Developing thinking and practice in educational leadership	Evidences effective practice in detail and with insight, and with awareness and appropriate analysis of how different theories and principles apply to practice. Well-developed application of a number of theories and principles to own practice. Well-developed reflective evaluation of own practice and specific ways of learning from experience.
Analysis and discussion	Analyses, with insight and in detail, questions and issues drawn from relevant and topical studies, enquiries and experience. Relevant and appropriately depicted examples drawn from well-established evidence. Range of different and relevant information sources to inform analysis and discussion. Well-structured approach.
Communication and presentation	Presents ideas, arguments and informatoin in a well-structured, consistant and clearly expressed manner. Presentation of work is highly professional, and views/opinions supported by external reference to relevant sources. Academic conventions followed consistently throughout the work, with referencing to published or other accepted sources of evidence that are current.

PASS	
Understanding educational leadership	Demonstrates a sound and informed understanding of key concepts and principles, with an awareness of different ideas or approaches. Analyses and evaluates application of key concepts and principles to both their own and others' practice.
Developing thinking and practice in educational leadership	Evidences effective practice with detail, in some areas. Thorough and informed understanding of how different theories and principles apply to practice. Sound application of theories and principles to practice. Evidence of reflective evaluation of own practice, and some insight into learning from experience.
Analysis and discussion	Analyses questions and issues arising from appropriate studies, enquiries and experience, appropriately and with relevance. Evidence of use of different information sources to support discussion and analysis. Structured approach to analysis and discussion.
Communication and presentation	Presents ideas, arguments and information in a well-ordered manner, with sound levels of consistency and expression. Professional presentation of work, with use of external sources of evidence. Academic conventions followed, with use of accepted referencing conventions.

FAIL	
Understanding educational leadership	Demonstrates inadequate or poor understanding of relevant concepts and principles. Application to own and others' practice may be limited, inadequate or inappropriately applied. Application to others' practices may be absent.
Developing thinking and practice in educational leadership	Little or poor evidence of linking effective practice with theories and principles. Limited or inaccurate understanding of relevant theories and practice. Little evidence of application of theories and principles to own practice.
Analysis and discussion	Descriptive approach, with some inaccuracies and misunderstandings in places. Opinions and views expressed, but poor or inappropriate links to evidence and/or relevant examples. Work likely to be poorly organised and structured.
Communication and presentation	Work demonstrates weaknesses in presentation and may be poorly structured and not presented in a professional manner. Opinions may be given without any attempt to provide support from other accepted external sources.

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A list of recommended resources and factsheets are available for the Programme Leader to download from the online community.

4 Cambridge ePortfolio Platform, PDQ Connect

What is an ePortfolio?

An ePortfolio is a purposeful collection of information and digital artefacts that demonstrates development or evidences learning outcomes, skills or competencies. It is a new way that Cambridge International can support candidates in collating and submitting their evidence of learning, practice and reflection.

Why use PDQ Connect?

The scope of what can be submitted as part of an ePortfolio for assessment is wide ranging. Candidates can submit a variety of artefacts, for example, graphics, pictures, stories, journals or projects. PDQ Connect provides candidates with lots of ways to use feedback from assessment to support their learning and reflection. The ability to collect, reflect and connect aligns with assessment-as-learning principles. These cognitive skills are highly valued and promote lifelong learning and the development of reflective practitioners.

What learning methods can be included in an ePortfolio?

PDQ Connect can be used in the following ways.

- Collect: Organise digital information and the format it will be shown in.
- Select: Select artefacts which add value to the portfolio and meet the qualification requirements.
- Curate: Select and manage data and research available on the internet.
- Collaborate: Work with other candidates and peers to deepen the learning experience.
- Reflect: A reflective journal tool can capture reflections on practice and learning.
- Feedback: Invite peers, mentors and Programme Leaders to access the portfolio to comment and give feedback.
- Assess: Self-assess and peer assess against the learning outcomes and assessment criteria.

What are the benefits of using PDQ Connect?

Candidates now have an enhanced way of presenting and organising their work and can make use of digital resources in a dynamic way.

Cambridge International is committed to ensuring that all assessments are 'fair, have sound ethical underpinning, and operate according to the highest technical standards' (The Cambridge Approach 2009). Cambridge International expects technology to be used to enhance the assessment process in terms of reliability, validity, accessibility as well as efficiency, and not to dilute its quality (Craven 2009).

- Validity: Assessment should measure what it claims to measure and what it is important to measure; there must be a close fit between the assessment methods and the learning outcomes.
- Authenticity: All assessment practices must have processes in place to ensure that the evidence for assessment is the learner's work.
- Reliability and consistency: Assessment should be capable of generating sufficient evidence for the target level.

5 Glossary

The following definitions apply throughout this syllabus.

Word or phrase	What it means
Achievement	measures the improvement in a learner's performance over a period of time as the result of a process of learning; this is reflected in their grades
Acquisition model of learning	learning is seen as acquiring knowledge and skills through direct instruction
Active learning	based on the theory of constructivism, 'active learning' describes a classroom approach which acknowledges that learners are active in the learning process by building knowledge and understanding in response to learning opportunities provided by their teacher; learners are engaged in a variety of learning activities that challenge their thinking
Aim	a broad statement of intent indicating what the teacher must teach and the learners must learn during a process of learning
Assessment	a process through which evidence, produced by a learner, is collected in a planned and systematic way and used to make a judgment about that learner's learning
Assessment criteria	criteria that specify the standard required to achieve a learning outcome
Assessment for learning (Afl)	Essential teaching strategies during learning to help teachers and students evaluate progress in terms of understanding and skill acquisition, providing guidance and feedback for subsequent teaching and learning
Assessment of learning	an alternative term for summative assessment
Attainment	the level or standard reached by a learner at the end of a learning sequence or learning programme that is evidenced by test or examination results
Behaviourism	based on stimulus-response theory in which all learning involves an observable change in behavior
Candidate	the person following a Cambridge Professional Development syllabus
Cognitivism	focuses on how information is received, organised, stored and retrieved by the brain; it involves an understanding of how people think and gain knowledge, skills and understanding
Collaboration	working with one or more colleagues for a particular purpose or to achieve a common goal
Constructivism	A philosophy of learning based on the concept that people construct their own understanding by reflecting on their personal experiences, and by relating the new knowledge with what they already know. Individuals create their own mental-models, known as 'schemas', to make sense of the world. Individuals accommodate new knowledge by adjusting their schemas
Criterion-referencing	an evaluative description of the qualities to be assessed (what a learner knows and can do) without reference to the performance of others

Word or phrase	What it means
Critical evaluation	consideration of the effectiveness, value and validity of an action, process or product; being able to say why something was or was not effective, worthwhile or valid
Critical thinking	the ability, underlying all rational discourse and enquiry, to assess and evaluate analytically particular assertions or concepts in the light of either evidence or wider contexts
Curriculum	the curriculum describes what is to be learned and taught; it is usually presented as syllabi for sequential stages of student learning
Dialogic teaching	a verbal communicative method; the learners are equal partners with the teacher in a process of exchanging ideas
Didactic teaching	model of instruction in which knowledge is imparted or transmitted from the teacher to the learners
Differentiated learning	adapting teaching to suit the needs of different learners for their current level of understanding and performance; the teacher provides appropriate learning activities, support and assessment activities so all learners have opportunities to learn effectively
Evaluate	to judge or determine the quality, importance or value of something
Experiential learning	a process in which learners learn from direct experience
Formative assessment	activity that takes place continuously during a learning programme to support students' learning, monitors their learning progress and helps to inform their future learning and the teacher's teaching practice
Higher-order thinking skills	learners use their critical, logical, reflective, metacognitive and creative thinking skills to analyse, synthesise and evaluate
Humanism	approaches to learning that consider the development of the whole person to be more important than specific subject matter
Inclusive learning	education which is available for everyone; trying to meet the needs of all learners and providing access to education to learners with special needs
Key questions	these show professional learning related to each learning outcome. These questions will support the candidate as they explore the knowledge required to meet the learning outcome
Learner	we use 'learner' in a general, aspirational sense
Learning objectives	these are statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction
Learning outcomes	these specify what learners know, understand and/or are able to demonstrate after completing a process of learning
Lower-order thinking skills	remembering, understanding and applying learning
Mentor	an experienced person who supports and assists another person in learning and developing their professional practice

Word or phrase	What it means
Metacognition	this term is used to describe 'thinking about thinking'; it describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours
Motivation	a person's desire or willingness to participate in the learning process
Norm-referencing	comparing one learner's performance with that of everyone else being assessed
Participation model of learning	creating personal meaning by reflecting on shared experiences and then applying it in different situations
Pedagogy	the study and theory of the methods and principles of teaching
PDQ Connect	an online platform where candidates collate and submit their ePortfolio of evidence
Practitioner inquiry	a cycle of inquiry made by a teacher or leader into their practice with the aim of improving their professional practice and the learners' learning
Reflection in action	reflecting during the experience; thought of as 'thinking on our feet' and making changes as the situation demands
Reflection on action	reflecting after the experience and making changes as a result of retrospective thinking
Reflective account	an account of an event or a process that is not simply descriptive; it addresses evaluative questions as well as how and why questions
Reflective journal	a document in digital or traditional book format that can be used to record experiences; it is subsequently used to critically reflect on learning or practice in order to improve future learning or teaching practice
Reflective practice	a process through which one continuously learns from the experience of planning, practice, assessment and evaluation to help improve the quality of teaching and learning over time
Reliability	how well a test consistently measures what it is supposed to measure; reliability exists if repeat marking of a single assessment by a second or third examiner produces the same outcome, or if the learner achieves the same outcome when taking a second version of the same test.
Scaffolding learning	appropriate guidance and support is provided by a teacher or peers to enable a learner to build on their current level of understanding and progressively acquire confidence and independence in using new knowledge or skills
Scheme of learning	also known as a programme plan or scheme of work; an interpretation of a syllabus into a sequence of lessons
Social constructivism	based on the concept that learning happens primarily through social interaction with others such as a teacher and peers
Special education needs	refers to learners who experience learning difficulties that make it harder for them to learn than most children and young people of the same age
Spiral of learning	learners revisit the same subject matter at periodic points in time and in each cycle of learning the knowledge, skills and understanding associated with the subject matter is broadened and deepened
Student	we use this term to refer to the person in the classroom learning from a teacher
Success criteria	the key steps or elements a learner needs to evidence in order to meet a learning intention

Word or phrase	What it means
Summative assessment	typically end-of-learning assessment tasks, such as examinations and tests, to measure and record the level of learning achieved, for progression to the next level or for certification.
Teacher	this is used to refer to anyone holding the position of teacher; it could be the candidate's colleagues or used in a general sense
Tutorial	a short class conducted by a teacher for one learner or a small number of learners, usually focused on personal target-setting and reflection on the learners' own learning

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