

**Cambridge International Certificate
in Educational Leadership
Syllabus code: 6247**

Cambridge
Professional
Development

**Cambridge International Diploma
in Educational Leadership
Syllabus code: 6248**

Available for examination January 2018 – December 2019



Preface

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

For more information and updates about the PDQs, please go to www.cambridgeinternational.org/pdq

The syllabus will help Centre Programme Leaders understand the design, structure and requirements of the qualifications. It will also help them guide their candidates accordingly. The syllabus focuses on the learning outcomes and related scheme of assessment. Please see the Cambridge International resources for PDQ Centres for guidance on the design principles and features of programmes leading to the qualifications.

Why Cambridge?

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

They help teachers and leaders to:

- engage critically with relevant concepts, principles, theories and international best practices
- apply new ideas and approaches in reflective practice in their own teaching and learning context
- evaluate experiences and outcomes to plan further development
- improve the quality of their teaching and leadership to enhance the quality of their learners' learning.

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

Recognition

PDQs are also internationally recognised as a mark of excellence for the individual teacher or leader. In the UK, the Certificate is accredited with 60 credits at FHEQ* Level 4 and the Diploma is accredited with 60 credits at FHEQ Level 5. The qualifications help to improve teachers' and leaders' professional profile, and are valued for further professional and career development.

* FHEQ is the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications in England, Wales and Northern Ireland.

Learn more at www.cambridgeinternational.org/recognition

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1. Introduction to the syllabus

What is the purpose of the Certificate and Diploma in Educational Leadership?

The Certificate and Diploma are designed to help leaders develop their professional thinking and practice, to 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. Research indicates that achievement of learners in a school almost never exceeds the quality of its teachers and leadership. Outstanding schools are led by outstanding leaders at all levels.

Today, we can identify the key ingredients of highly effective 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 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 goal is to enrich, deepen and strengthen candidates' leadership learning. The focus of learning is not only on developing the knowledge, skills and understanding of leadership, but also on improving their leadership practices.

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.

Who are the qualifications for?

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 **Certificate** is relevant for those who are new to their leadership role or about to take up a leadership role in the near future.

The **Diploma** is relevant to leaders such as head teachers and principals, members of senior leadership teams, heads of department, subject leaders and leaders of other teams.

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

There are many different terms in use for 'educational leader', 'learner' and 'learning context'. In this syllabus we refer to '*leader*', '*learner*' and '*school*' as generic terms. For assessment purposes, we also use '*candidate*', where appropriate, to refer to the leader preparing for the qualification.

What essential principles underpin the design of the qualifications?

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 by providing them with opportunities to reflect, analyse and self-evaluate their actions. Alongside face-to-face sessions and seminars, on-the-job learning is not only encouraged but expected.

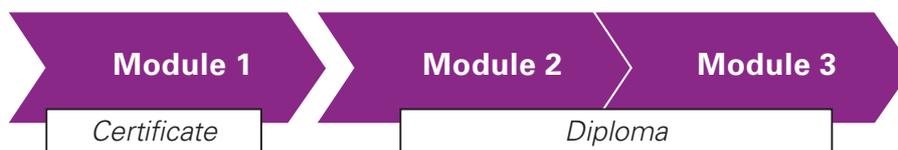
Leadership learning is not only experiential, knowledge based and informed by theory. It is also concerned with ensuring the effectiveness of the teams, departments and organisations that leaders lead. The qualifications are designed to enhance the contribution leaders make to the performance of their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

Leaders learn with and from other leaders. Working collaboratively with professional colleagues helps social constructive learning, a powerful principle of adult learning. Group work, learning sets and other ways of working together will help candidates share experiences and ideas. In a discussion, we explain what we are thinking and what we know. We challenge each other's perceptions and understandings so that together we can strengthen and refine our thinking, assumptions and development of ideas.

The Certificate and Diploma are designed to provide for such professional development. They involve a spiral of professional learning – each stage is 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 leader can engage with these in more depth and detail, and acquire related knowledge and skills.

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.



Candidates must achieve a grade of pass or distinction in a module before moving to the next module. The Diploma comprises all three modules.

	Module 1	Module 2	Module 3
Learning hours in preparation	120	120	120
Recommended programme duration	4 months	4 months	4 months
Assessment	<i>Portfolio of evidence of practice, learning and reflection</i>	<i>Portfolio of evidence of practice, learning and reflection</i>	<i>Portfolio of evidence of practice, learning and reflection</i>
Evidence length	<i>3600 words with work-based records</i>	<i>3600 words with work-based records</i>	<i>2400 words with work-based records</i>

What does a Certificate or Diploma programme involve?

A typical Certificate or Diploma programme run by a Cambridge centre consists of a broad balance of activities, appropriate to the needs and circumstances of leaders and their school(s). 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.

All programmes involve:

- guided learning, e.g. workshops, seminars and tutorials
- individual study and collaborative learning, e.g. reading, research and discussion
- work-based learning supported by the school, e.g. applying new ideas and approaches in practice, gaining feedback from colleagues.

Centres must provide at least 40 hours of guided learning for each module. Leaders 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 their programme, leaders 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 practising leaders to reflect on their learning and what it means for their approach to leadership. They also help practising leaders to demonstrate, through examples and accounts of practice, that they are:

- acquiring new skills
- learning how to use their skills and knowledge
- using them to maximum effect in their leadership roles and organisational contexts.

The mentor should not be the programme leader or another candidate on the programme.

How are the Certificate and Diploma assessed?

Assessment is through a portfolio of evidence, examined by Cambridge International. In their portfolios, leaders demonstrate their knowledge, skills and understanding in the context of their own work, from a variety of sources:

- reflections on key concepts and leadership theories
- reports of agreed tasks which describe what was intended, what happened and a critical review of the processes and outcome
- reflections on their own leadership practice
- interviews with other leaders and feedback from them
- analysis of learning and examples of areas where their leadership has developed
- a *Professional Development Plan* covering what they intend to do as leaders in the next 12 months.

2. Cambridge International Certificate in Educational Leadership

Introduction to the Certificate

Aims

In the Certificate, leaders will have the opportunity to:

- understand key leadership theories and ideas, from inside and outside 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
- undertake practice-based tasks enabling self-evaluation of their leadership in action
- 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.

Leaders will review leadership ideas and theories from both outside and inside education, and from a range of countries and contexts.

Programme content will typically include:

- key findings from effective leadership research
- major leadership theories
- implications of leadership theory for practitioners
- looking at leadership in other contexts, countries and school systems
- examining lessons learned from their own practice as a leader
- leading teams
- developing individuals and self.

The programme will also introduce some of the topics explored in depth in Diploma Modules 2 and 3, including:

- leadership and learning
- developing staff
- managing change.

Structure

The Certificate comprises three units related to practice, and forms Module 1: Exploring leadership of the Diploma in Educational 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 below in terms of its learning outcomes, key questions, assessment approach and evidence requirements, and assessment criteria.

- Each **learning outcome** specifies what a candidate is expected to know, understand and/or be able to demonstrate after completing the process of learning in the unit.
- The **key questions** in each unit show how professional learning can be focused.
- 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 to demonstrate that they have achieved a learning outcome.

Candidate requirements

For the **Certificate**, candidates need to be:

- serving leaders, or
- demonstrate they are aspiring to be a leader and that they are ready to take up a leadership role in the near future.

For the **Diploma**, candidates need to:

- be a serving leader
- have responsibility for at least one member of their team.

Candidates for the **Diploma** may be:

- a leader with responsibility for a team (for example, a department) or a focus across the school (for example, special educational needs)
- a member of the school senior leadership team
- a head teacher, or principal, or a senior leader in the Education Service.

For **both qualifications**, candidates need to have the regular support of a mentor who:

- is in a leadership role
- understands the essential principles that underpin this qualification
- can provide helpful advice and observations.

The mentor should not be the programme leader or another candidate on the programme.

Language Requirements

Candidates are required to have sufficient competence in English to participate in the qualification. All candidates should have English language competence comparable to Level B2 in the *Common European Framework of Reference for Languages* (CEFR).

We recommend a minimum requirement of 5.5 on the *International English Language Testing System*.

Further information may be obtained through the Council of Europe website:

[http://coe.int/t/dg4/education/elp-reg/cefr_grids EN.asp](http://coe.int/t/dg4/education/elp-reg/cefr_grids_EN.asp)

The IELTS website: **www.ielts.org/**

Evidence requirements

In the Certificate portfolio, candidates use the relevant Cambridge International templates to gather, organise and present their evidence to satisfy the assessment criteria.

In the introduction to the portfolio, candidates confirm that they meet the candidate requirements and 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. This introduction is not assessed or judged, but helps the examiner to understand and interpret evidence and reflections.

The Certificate is designed so that candidates can demonstrate their professional thinking and practice as clearly and efficiently as possible. The evidence required matches the learning outcomes. In their portfolio, candidates provide evidence of their:

- *practice* – actual leadership practice
- *learning* – newly acquired knowledge, skills and understanding
- *reflection* – skills in analysing, synthesising and evaluating their experiences to develop their future professional practice.

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.

Candidates' reflections should reference other people's thoughts 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.

Module 1 Exploring leadership

Unit 1 Understanding key concepts and theories of leadership

Learning outcomes

Candidates will review concepts and theories of leadership so they can:

- A explain their understanding of leadership
- B critique a chosen sample of these ideas and theories
- C demonstrate an awareness of school leadership in other settings and countries
- D use a selection of the theories and ideas to reflect on their own leadership practices.

Key questions

To support the learning process, candidates will explore the following key questions:

- Which of the theories is the most relevant to their practice? Why?
- Which ideas have been the most powerful in terms of their:
 - professional development?
 - professional practice?
- Which ideas have they found most challenging? Why?
- What will they now do to develop their leadership actions? Why?

Assessment

Candidates will produce a report in which they:

- review leadership theories and ideas – this will include considering school leadership in other contexts, countries and cultures
- reflect on their own leadership practice – in the light of these theories and ideas
- develop an initial view of what they think successful leadership looks like.

In their portfolio, candidates must submit:

Evidence of practice:

- their *job description*.

Evidence of learning (800 words):

- a review of theories and ideas, identifying those most relevant to their own leadership and explaining why these are relevant
- an analysis of their own leadership practices in the light of selected theories and ideas
- an initial description of what they think successful leadership looks like – this should draw on the theories, ideas and examples of leadership practice in other settings, countries and contexts.

Evidence of reflection (400 words):

- an evaluation of the strengths and weaknesses of this view of successful leadership and what it means for their own leadership practice.

Unit 2 Defining successful educational leadership practice

Learning outcomes

Candidates will further explore concepts and theories of leadership so they can:

- E articulate what they think successful leadership looks like, explaining why it looks like this and setting out what this means for them as a leader
- F demonstrate their knowledge and understanding of the major findings and insights from educational leadership research in their own school and internationally
- G reflect on and explain the key lessons from their experience of leadership in relation to leadership theories and research evidence on successful school leadership
- H present the key skills they need to develop to be a successful leader in schools.

Key questions

To support the learning process, candidates will explore the following key questions:

- What does their experience of school leadership tell them about successful leadership?
- What are the major findings and insights from educational leadership research in their setting and internationally?
- What are the implications for school leaders of these experience-based and research-informed findings?
- To be successful, what do they need to do in terms of their leadership practice?

Assessment

Candidates will produce a report in which they:

- review the findings from educational leadership research and set out the key points for successful leadership
- interview an experienced leader to discuss what successful leadership looks like
- identify the specific skills they need to develop to be a successful leader.

In their portfolio, candidates must submit:

Evidence of practice:

- *Interview notes*
- your *Skills Specification* plan
- a *Skills Development Plan*.

Evidence of learning (600 words):

- an analysis of what they think successful educational leadership looks like, explaining why it looks like this and what this means for them as a leader
- a discussion of the most significant points arising from the interview with the experienced leader
- an indication of the specific skills they need to develop to be a successful leader.

Evidence of reflection (600 words):

- an analysis of the skills they need to develop
- an outline of how they intend to develop these skills, with whom and over what time period.

Unit 3 Action planning for developing leadership

Learning outcomes

Candidates will further explore concepts and theories of leadership so they can:

- I evaluate and select the ideas and leadership practices they should focus on and use in their leadership activities
- J develop a presentation of how they should apply these ideas and practices in their workplace settings
- K evaluate their own leadership practices in terms of strengths and areas for development – they should also identify a small number of priorities for their development as a leader
- L produce an action plan for their leadership practice in the future.

Key questions

To support the learning process, candidates will explore the following key questions:

- Which ideas and leadership practices should they focus on and use in their leadership activities? Why?
- How should they apply these ideas and practices in their setting?
- How should they reflect on and evaluate their leadership practice?
- Do they draw upon a range of leadership styles? Do they have a preference for one? Why?
- What insights can they identify from analysing aspects of their leadership practice?
- What should their leadership action plan be?

Assessment

Candidates will produce a report in which they present the outcomes of the following activity:

- prepare a presentation of how they intend to apply these ideas and practices in their workplace setting
- share the presentation with leaders in their workplace and revise the presentation
- make the presentation to their colleagues and mentor
- following the presentation and discussion, evaluate their leadership practice in terms of strengths and areas for development
- from this analysis, identify a small number of priorities for their development as a leader
- produce an action plan for their leadership practice in the future, identifying the support they need to implement it.

In their portfolio, candidates must submit:

Evidence of practice:

- a PowerPoint (or equivalent) presentation
- *Feedback notes* from a leader(s) in their school following the presentation
- an *action plan*.

Evidence of learning (400 words):

- an explanation of the presentation and its outcomes.

Evidence of reflection (800 words):

- an evaluation of their leadership learning and development, using feedback from school leaders, discussions with their mentor, and self-evaluation
- an evaluation of how they have already applied learning in practice and how they intend to apply it more in the future.

Assessment criteria

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

- Understanding educational leadership
- Developing thinking and practice in educational leadership
- Analysis and discussion
- 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.

3. Cambridge International Diploma in Educational Leadership

Introduction to the Diploma

Aims

In the Diploma, leaders will have the opportunity to:

- understand key leadership theories and ideas, from inside and outside 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
- undertake 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 learners and the quality of teaching
- classroom observation skills
- providing feedback on teaching
- developing peer discussion
- mentoring and coaching others
- change theories
- how to lead and manage change in schools
- lessons and insights from candidates' experience of change
- identifying the critical issues in leading change, for example overcoming resistance
- why developing staff is important
- how to develop staff.

Structure

The Diploma comprises three modules related to practice:

Module 1	Exploring leadership
Module 2	Leading and improving teaching and learning
Module 3	Leading change for improvement and developing staff

For the Diploma, candidates must achieve a pass or distinction in Module 1 to progress to Module 2. Modules 2 and 3 will then deepen and extend their knowledge, understanding and skills, and lead to the award of the Diploma. Candidates must achieve a pass or distinction for Module 2 before entering for Module 3.

Each module is set out below in terms of its learning outcomes, key questions, assessment approach and evidence requirements, and assessment criteria.

- Each **learning outcome** specifies what a candidate is expected to know, understand and/or be able to demonstrate after completing the process of learning in the module.
- The **key questions** in each module show how professional learning can be focused.
- 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 to demonstrate that they have achieved a learning outcome.

Candidate requirements

Candidates need to:

- be a serving leader
- have responsibility for at least one member of their team.

They need to have the regular support of a mentor who:

- is in a leadership role
- understands the essential principles that underpin this qualification
- can provide helpful advice and observations.

The mentor should not be the programme leader or another candidate on the programme.

Candidates for the Diploma may be:

- a leader with responsibility for a team (for example, a department) or a focus across the school (for example, special educational needs)
- a member of the school senior leadership team
- a head teacher, or principal, or a senior leader in the Education Service.

Language Requirements

Candidates are required to have sufficient competence in English to participate in the qualification. All candidates should have English language competence comparable to Level B2 in the *Common European Framework of Reference for Languages* (CEFR).

Further information may be obtained through the Council of Europe website:

[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 IELTS 5.5.

Evidence requirements

In each module portfolio, candidates use the relevant Cambridge templates to gather, organise and present their evidence to satisfy the assessment criteria.

In the introduction to the portfolio, candidates confirm that they meet the candidate requirements and 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. This introduction is not assessed or judged, but helps the examiner to understand and interpret evidence and reflections.

The Diploma is designed so that candidates can demonstrate their professional thinking and practice as clearly and efficiently as possible. The evidence required matches the learning outcomes. In their portfolio, candidates provide evidence of their:

- *practice* – actual leadership practice
- *learning* – newly acquired knowledge, skills and understanding
- *reflection* – skills in analysing, synthesising and evaluating their experiences to develop their *future* professional practice.

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 their explanations, reflections and other evidence. Candidates must also follow Cambridge International's rules for the format and size of digital evidence such as images.

Candidates' reflections should reference other people's thoughts 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.

Module 2 Leading and improving teaching and learning

Learning outcomes

Candidates will explore the practice of leadership of teaching and learning so they can:

- M know and understand the insights and theories concerning leading and improving the quality of teaching and learning
- N understand the knowledge base about how leaders influence teachers and the quality of their classroom practices
- O demonstrate critical understanding of the skills and strategies leaders use to develop the quality of teaching in the teams they lead
- P demonstrate application of the skills leaders use to influence and develop the quality of teaching in the teams they lead
- Q compare and contrast their new knowledge of leading teaching with their previous ways of working and review their respective strengths and weaknesses
- R identify and review their skill development needs.

Key questions

To support the learning process, candidates will explore the following key questions:

- What do we know about leading and improving the quality of teaching and learning in schools?
- How do leaders influence what happens in classrooms and schools?
- What are the main strategies and skills leaders use to develop the quality of teaching in the teams, departments and schools they lead, and why do they use them?
- How do these skills and strategies compare with what leaders do now?
- What are the skill development implications for leaders?

Assessment

Candidates will produce an *Account of own Practice (AoP)* in which they report on how they have:

- selected, in discussion with their mentor, specific examples of theories, ideas and practices of highly effective leaders (there should be no fewer than three and no more than six examples, which should all be instances of theories featured in Modules 1 and 2)
- put these specific examples into practice as initiatives
- reflected on the experiences.

In their portfolio, candidates must submit:

Evidence of practice:

- relevant brief extracts from their *reflective journal (Reflective Journal Extracts)*
- relevant brief materials relating to the experience of putting the *examples into practice (Selected Examples)*
- digital images of key moments in practice referred to in the reflections.

Evidence of learning (1800 words):

- an analysis of what they did, and why, in putting these examples into practice, and the outcomes of each initiative.

Evidence of reflection (1800 words):

- an evaluation of what they have learned about their own leadership
- an evaluation of what they have learned about the leadership theories, ideas and practices through the experience.

Module 3 Leading change for improvement and developing staff

Learning outcomes

Candidates will explore the practice of leadership of teaching and learning so they can:

- 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 change literature and school improvement research 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.

Key questions

To support the learning process, candidates will explore the following key questions:

- What does research and relevant literature, inside and outside education, tell us about the change process itself and how to lead and manage it?
- What are the key lessons from school improvement research?
- What does all of this research mean for school leaders and their development?
- Why does staff development matter, and what forms of staff development matter most?
- How should we develop staff in schools and other educational settings?

Assessment

Candidates will produce an *Account of own Practice (AoP)* in which they report on how they have:

- reviewed and evaluated the skills and strategies leaders use to influence the quality of teaching – either skills they use or other leaders use in their schools – and how they lead changes and develop staff
- put this knowledge into practice in leading one particular current change initiative involving staff development
- evaluated what they have learned about educational leadership, their own practice and what this means for their future leadership development.

In their portfolio, candidates must submit:

Evidence of practice:

- relevant brief extracts from their *reflective journal (Reflective Journal Extracts)*
- relevant *brief materials* relating to the initiative (*Initiative Examples*)
- a completed *Professional Development Plan*.

Evidence of learning (1800 words):

- a critique of the knowledge and theories about leading and improving the quality of teaching and learning, leading change and developing staff
- an evaluation of the skills and strategies leaders use to influence the quality of teaching
- an explanation of what they did, why and, crucially, what they have learned from the initiative about leading change and staff development.

Evidence of reflection (600 words):

- an evaluation of what they have learned about educational leadership, their own practice and what this means for their 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:

- Understanding educational leadership
- Developing thinking and practice in educational leadership
- Analysis and discussion
- Communication and presentation

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

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 information in a well-structured, consistent 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' practice 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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