CAMBRIDGE
International Education

Syllabus

Cambridge International Diploma

Educational Leadership 5884

For examination in 2025 to 2030

Cambridge
Pathway

Why choose Cambridge?

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

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 educational context
- formatively evaluate experiences to plan further development
- transform the quality of teaching and school leadership to improve the outcomes of learners.

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 learners. They demonstrate to parents, the school community and stakeholders that the school values and nurtures staff development.

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.

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.

School feedback: 'The Cambridge PDQ in Educational Leadership has given educational leaders or aspiring educational leaders in Qatar a space to not just learn more about the intricacies involved in Educational Leadership but room to debate and discuss educational leadership in our young country and countries from around the globe. The resources and case studies allowed rich discussion which was not only meaningful but impactful and gives deeper understanding of educational leadership in all its complexities.'

Feedback from: Tammy MacNeil, Head of EMC, A Part of Al Muftah Education Group; Education Division

Contents

1 Introduction

Purpose of this document

This syllabus sets out the details of the Diploma in Educational Leadership. This is a Cambridge Professional Development Qualification (PDQ) offered by Cambridge International Education.

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.

School feedback: 'Through the Cambridge PDQ and the structure of the Programme PDQ Centers are able to not just give the learning opportunity but also connect leaders with other leaders giving better understanding of different leadership styles and a forum to discuss current educational leadership challenges. The PDQ provides the tools to assist professional growth creating stronger school leadership in turn stronger schools.'

Feedback from: Tammy MacNeil, Programme Leader CfBT Education Services, India

2 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 teacher and Cambridge learner attributes can be found at: **www.cambridgeinternational.org/support-and-training-for-schools/leading-learning-and-teaching-with-cambridge**

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.

Cambridge School Leader and Teacher Standards

Our Cambridge Teacher and School Leader Standards define what we believe to be key characteristics of effective teaching and leadership. They focus on supporting teachers and leaders, and they offer an opportunity for self evaluation which helps them to understand their professional learning and development needs.

The Standards are based on the latest international research into effective teaching and school leadership, taking into account a wide range of international practices and advice from education experts around the world.

Cambridge School Leader Standards

The Cambridge School Leader Standards can be used to:

*   evaluate current leadership practice
*   help identify, prioritise and plan areas for professional development
*   review and identify the development needs of your senior team
*   help illustrate a school-wide leadership framework and expectations to your school board, governing body and parent community.

How to use the Standards

The Standards can be used to evaluate teaching or school leadership by asking key questions and looking for examples from practice. By using our self-reflection survey leaders can identify where they are now and which areas they need to improve. This would be a really useful exercise to undertake while planning a PDQ programme. It could also be used again to evaluate the programme's impact.

You can download the Standards, self-reflection survey and online guide from:

**www.cambridgeinternational.org/support-and-training-for-schools/professional-development/
professional-development-qualifications/school-leader-teacher-standards**

3 Syllabus overview

The PDQ Programme Leader

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. Due to the level of support they are required to give candidates during the programme, Programme Leaders are not permitted to compile their own portfolio of evidence and submit it to Cambridge International as part of their own PDQ Programme.

The Diploma syllabus

The revised 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.

The Diploma is 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 qualification is used to stimulate thinking, to challenge candidates' assumptions and to shape their leadership practices. The qualification places 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 Diploma is 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.

The qualification is inclusive and relevant to leaders in all teaching and learning contexts: from primary and secondary general education, to adult and higher education. It helps leaders to explore and apply new ideas in their own context; integrate new approaches in their own practice; demonstrate their professional development as reflective practitioners; evaluate their leadership learning; and review their priorities for further professional development as part of their personal development plan.

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Syllabus overview

These qualifications help practising leaders to study what is known about successful leadership; to focus on the key ideas and challenges, leadership theories, 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 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 candidates receive feedback to inform their continuous reflection on their learning experiences. Research 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.

School feedback: 'Having the continued support and guidance of mentors throughout the PDQ course have been invaluable for both our candidates and the mentors themselves. We have seen an improvement in reflective practice and an increase in willingness to experiment with best practices. The candidates find they have a safe space to collaborate, share their experiences and ask for advice. This has empowered and made them more open to developing their practice.'

Feedback from: Melissa Alberts, Professional Development Officer, GenEx Institute, Cape Town, South Africa

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Eligibility

Candidates **must**:

*   have a leadership role in a school, or be a leader in other parts of the educational system
*   have direct responsibility for teachers or leaders
*   be able to try out, in practice, in their workplace, what they learn during their study
*   have achieved **one** of the following:

The Cambridge International Certificate in Educational Leadership (CICEL 4196 or 5883)	Or	Five years leadership experience, **and** successful completion of any additional entry assessments as required by the Cambridge PDQ centre.

*   have the regular support of a mentor who understands the essential principles that underpin this qualification, and can provide helpful advice and observations

Candidates who do not meet the above criteria cannot make an entry for this syllabus. Those candidates may meet the criteria for syllabus 5883.

Language requirements

To take part in the 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**

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 Diploma can also be taken as a stand-alone qualification.

Module 1	Module 2	Module 3
Certificate	Diploma	
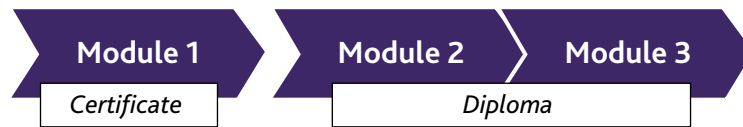
The table below shows what is involved in each module.

Learning hours in preparation	150
Recommended programme duration	4 months per module
Assessment	Portfolio of evidence of practice, learning and reflection
Evidence length	3600 words with work-based records

What does the Diploma involve?

A typical Diploma programme run by a Cambridge Professional Development Centre consists of a broad balance of activities, appropriate to the needs and circumstances of leaders 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.
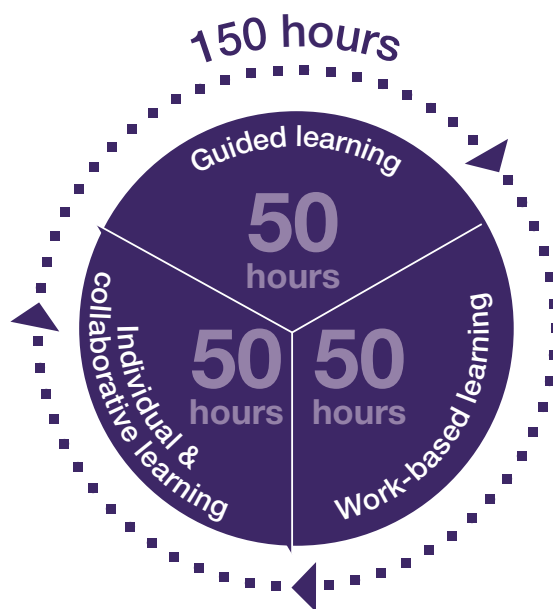
Centres must provide at least 50 hours of guided learning for each module. Candidates should integrate as much preparation time as possible into their day-to-day practice. They should allow time for background reading and discussion with their colleagues, to enrich their reflective practice.

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.

The mentor plays a vital role in supporting a candidate. Through discussion and questioning, mentors encourage candidates to reflect on their learning and on what it means for their approaches to leadership. 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 learner outcomes.

How is the Diploma assessed?

Candidates are assessed through a portfolio of evidence, submitted to a team of Cambridge International examiners. 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
- analysis 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.

School feedback: 'We have utilised the Cambridge PDQ program to foster a rich, collaborative, Community of Practice that has helped to knit our school together with learners, teachers, and administrators identifying as being part of a supportive Learning Organisation in which everyone models a love of learning and support for others.'

Feedback from: Dr. Russell Hazard, Director of Teaching, Learning, and innovation – NIT Education Group

Evidence requirements

In their portfolio, candidates will use the relevant Cambridge International templates (*Forms*) to gather, organise and present their evidence to satisfy the assessment criteria.

In the introduction to the portfolio, candidates provide background information about their professional experience and role, and the context in which they work. 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 candidates' 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.

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 evaluate more effectively 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/

School feedback: 'Reflective practice is at the heart of what makes teaching a lifelong journey of discovery. Not only does it help teachers to improve student learning outcomes, classroom management practice, and the application of learning theory in the classroom, but it also helps teachers to stay connected to the joy and adventure of teaching.'

Feedback from: Dr. Russell Hazard, Director of Teaching, Learning, and innovation – NIT Education Group

School feedback: 'Reflection has become my second nature as a teacher. I am able to design this year's lessons with more insight and foresight and what I am witnessing is happy and more confident students. Thanks to PDQ!'

Feedback from: Jyothsna D'Silva, Geography teacher, Hebron School, Tamil Nadu, South India

4 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.
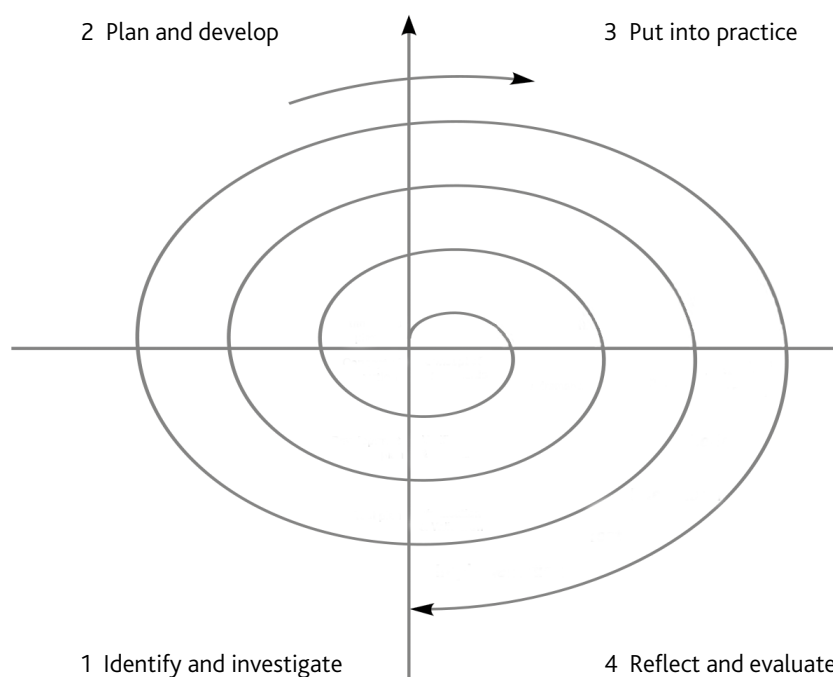
In the Diploma, candidates will have the opportunity to:

- 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 learners 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 two modules related to practice:

Module 2	Leading the improvement of teaching and learning
Module 3	Leading the professional development of staff

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 the improvement of teaching and learning

Candidates will explore the practice of leadership of teaching and learning and the leadership of change 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: Understand the knowledge base and key theories about change processes.

Q: Demonstrate critical understanding of the literature on leading and managing change.

R: Plan and begin to implement an initiative to improve the quality of teaching and learning in their area of leadership responsibility.

S: Plan their evaluation of the impact of the initiative on teaching and learning.

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 focused on your team's teaching and their learners' 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?

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Learning outcome P: 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 Q: 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, appropriate and have the greatest impact on teaching and learning?
- What, in your view, are the most important priorities that leaders have to take into account in their leadership of school change?

Learning outcome R: Plan and begin to 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 and learning within the timescale?
- What will be your leadership role within the initiative?

Learning outcome S: Plan their evaluation of the impact of the initiative on teaching and learning.

- What are the success criteria you aim to achieve?
- 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 learners in the evaluation of the initiative?

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The role of the mentor in Module 2

Once the candidate and mentor have agreed the focus of the initiative, the mentor will carry out a discussion with the candidate regarding their reasons for choosing the area of teaching and learning they would like to improve. The mentor will then support the candidate in planning their initiative.

Assessment

Candidates will:

- study the research findings on how leadership can impact on the quality of teaching and learning
- study the research findings on leading and managing change
- plan an initiative to improve the quality of teaching and learning in their area of responsibility, applying what they have learned about educational leadership to their particular context
- begin to implement their planned initiative.

In the portfolio candidates must submit the following.

Evidence of practice – This includes:

- a *Module 2: Initiative Plan Form*
- a *Module 2: Initiative Discussion Form* with their mentor regarding their planned initiative
- a *Module 2: Revised Initiative Plan Form* following the discussion with their mentor.

Evidence of learning and reflection (3600 words)

1 An analysis of the key findings and insights from research into leading and improving the quality of teaching and learning and leading change.
2 An analysis of which of these findings and insights are most relevant to your own leadership context and role.
3 A description of how you will implement your planned improvement, innovation or change initiative in your context.
4 A rationale for your choice of initiative, showing how that choice is grounded in existing theory and the key outcomes you hope to achieve.

Module 3 Leading the professional development of staff

Candidates will use their learning from Module 2 in a systematic way to develop their leadership of the professional development of staff.

Learning outcomes

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

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

V: Know how to develop staff in schools and other educational settings.

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

X: 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 T: 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 U: 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 V: 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?

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

- What specific differences in teaching and learning did you observe during the course of your initiative?
- How did you establish a baseline for the changes you planned to achieve?
- How did you track progress towards your intended outcomes during the initiative?
- What changes did you make to your plan during the initiative?
- Why did you make these changes?
- How did you involve your team and the learners in the evaluation of the initiative?

Learning outcome X: 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?
- What have you learned from your study for this Cambridge PDQ about the most effective means for your own leadership development?
- How does this learning affect your continuing *Personal Leadership Development Plan*?

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The role of the mentor in Module 3

The mentor will support the candidate in evaluating their initiative and will then carry out a discussion with the candidate. The mentor will observe the candidate in their practice and support them in reviewing and revising their Personal Leadership Development Plan that they submitted for Module 1. The revision will be based on their learning from Modules 2 and 3. Candidates who did not complete Module 1 will develop a new Personal Leadership Development Plan based on their learning from Modules 2 and 3.

Assessment

Candidates will:

1   study the research findings on what forms of staff development have the most impact on the quality of teaching and learning

2   implement their planned initiative to improve the quality of teaching and learning in their area of responsibility

3   evaluate the impact of their initiative

4   present findings on their initiative to their mentor and peers

5   carry out a professional debate with peers on their initiative

6   refine their personal professional development plan based on their learning in Modules 2 and 3.

In the portfolio candidates will submit the following.

Evidence of practice – This includes:

*   a copy of the *Module 3: Annotated Reading List Form*
*   a copy of the *Module 3: Initiative Evaluation Form*
*   a copy of the *Module 3: Presentation on their initiative Form*
*   a copy of the *Module 3: Debate Evaluation Form*
*   their *Personal Leadership Development Plan Form*

Evidence of learning and reflection (3600 words)

1   Reflecting on your learning throughout the Diploma programme, evaluate the skills and strategies leaders use to influence the quality of teaching.

2   Give an evaluative account of your initiative to improve teaching and learning, its impact on your area of responsibility and your own leadership learning. Include an explanation of what you did, why and, crucially, what you have learned from leading change and staff development.

3   Evaluate 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 both 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 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.

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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.

5 Support and resources for PDQ programmes

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.

Support and resources

Programme planning and delivery

Syllabus

The Cambridge International Professional Development Qualification (PDQ) syllabus

Syllabus Support Guides

Exemplify the Learning Outcome and Assessment Criteria requirements for each PDQ syllabus

PDQ Programme Leader Community

An online community for Programme Leaders to share and collaborate

Portfolio creation and development

Sample Evidence

Examples of completed evidence with a commentary from the Principal Examiner

Getting started with...

Interactive resources which introduce and develop key areas of teaching and learning practice

Principal Examiner Reports

Annual reports completed by the Principal Examiner for each syllabus

Webinars

Recorded sessions looking at different aspects of the PDQ Assessment requirements

Training

PDQ Programme Leader Course

Training provided by Cambridge for aspiring PDQ Programme Leaders

Online Training

Introductory, Extension, Enrichment and Assessment courses, available online here:
www.cambridgeinternational.org/support-and-training-for-schools/professional-development

Support for Mentors
www.cambridgeinternational.org/Images/304230-a-guide-for-mentors.pdf

'Getting started with mentoring' is also available as an online enrichment course:
www.cambridgeinternational.org/support-and-training-for-schools/professional-development/enrichment-courses/online-enrichment

Continuing professional development

Education briefs

www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/education-briefs

Further study towards PGCE, MA or MBA

www.cambridgeinternational.org/support-and-training-for-schools/professional-development/professional-development-qualifications/teacher-development-journey

Note: Cambridge has secured this route into Higher Education study for all those that hold a PDQ Diploma. Cambridge Programme Leaders cannot claim credits towards this themselves, unless they also hold a PDQ Diploma, but the journey may still be of interest to them.

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Support and resources for PDQ programmes

What is PDQ Connect?

PDQ Connect is the platform used by Cambridge International to support the delivery of PDQ Programmes, and where Programme Leaders can find resources, templates and forms. Use of the platform Use of the platform allows Programme Leaders to support candidates to collate, develop and enhance their portfolio evidence prior to final submission.

Final submission of the completed PDQ portfolio of evidence to Cambridge International must be made using the correct PDQ templates (*Forms*) as specified in each syllabus, and in accordance with the current submission guidance and series deadlines as laid out in the *Administrative Guide*. The *Administrative Guide* is for exams officers who are making the final submission of the portfolio to Cambridge for grading.

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.

6 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 mainly as acquiring knowledge and skills through direct instruction
Active learning	based on the theory of constructivism where learners participate in a variety of activities that promote engagement with learning resources, ideas and other people; it then requires them to think hard in order to make sense of their new learning by linking it to their existing learning
Advance organisers	strategies that connect new learning to existing learning
Aim	a broad statement of intent indicating what the teacher must teach and the learners must learn during a process of learning
Analysis	process of studying or examining something carefully and in detail to learn more about it
Assessment	any activity in which evidence of learning is collected in a planned and systematic way and then used to make a judgement about what learners know, understand and are able to do
Assessment criteria	freestanding statements that specify the standard required to achieve a learning outcome or objective.
Assessment for learning	based on the concept of teachers embedding the strategies of questioning, formative feedback, peer and self-assessment, and the formative use of summative assessments in their classroom practice; assessment information is then used by teachers to adjust their teaching strategies and by learners to adjust their learning strategies
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	theory of learning based on the concept that all behaviours are learned through interaction with the environment to the near exclusion of innate or inherited factors
Candidate	the person following a Cambridge Professional Development syllabus
Cognition	process of acquiring knowledge and understanding through thought, experience, and the senses

Word or phrase	What it means
Cognitivism	theory of learning based on the concept of how learners acquire new learning through perception, thinking, remembering, reasoning and judging
Collaboration	working with one or more colleagues for a particular purpose or to achieve a common goal
Competence	ability to repeatedly do something well
Constructivism	theory of learning based on the concept that all learners 'construct' their own unique meanings or understanding of experiences by reflecting or thinking about them
Cooperation	working together to accomplish shared goals
Critique	a detailed analysis and judgement, both positive and negative, of a person's work or ideas
Criterion-referencing	describe the qualities of what a learner knows, understands and is able to do without reference to the performance of others
Critical evaluation	making judgements through a process of critical thinking and analysis
Critical thinking	careful goal-directed thinking; it is a way of thinking about any subject, content or problem by analysing the facts to form a judgement
Curriculum	academic content taught in a school or in a specific course or learning programme; it is usually presented as syllabuses for sequential stages of learners' learning
Dialogic teaching	involves on-going talk between the teacher and learners; it provides learners with opportunities to contribute to classroom dialogue in extended and varied ways so they can explore the limits of their own understanding through the use of language
Didactic teaching	learning is seen as mainly acquiring knowledge and skills as the direct result of teaching
Differentiated learning	strategies used to accommodate the differences between learners so they all have the best possible chance of progressing their learning
Evaluate	to judge or determine the quality, importance or value of something
Experiential learning	process that involves learners engaging with a variety of experiences and then through reflection, creating links with existing learning to form new learning
Explore	think about an idea or topic in order to assess it carefully
Formative assessment	assessment methods used by teachers to check the learners' understanding of the topic being taught at different stages of a lesson
Higher-order thinking skills	requires learners to use their analytical, evaluative and creative thinking skills in a range of activities to progress their learning
Humanism	theory of learning based on the concept that the development of the whole person is considered more important than the development of specific subject matter

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Glossary

Word or phrase	What it means
Inclusive learning	the learners' entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences
Key questions	indicate the professional learning related to a learning outcome
Learner	we use 'learner' in a general, aspirational sense
Learning objective	brief description of what the learners must know or be able to do as a result of their learning experiences
Learning outcome	brief description of what the learners must know or be able to do as a result of their learning experiences at the end of a course, learning programme, module or unit; it specifically relates to the learning that will be assessed
Lower-order thinking skills	requires learners to use their skills of remembering, understanding and applying their learning in a range of activities
Mentor	an experienced colleague who provides support, advice and guidance to help develop the personal and professional growth of a less experienced colleague
Metacognition	concept that requires learners to reflect or think about how they learn and then intentionally apply the outcomes of their reflective thinking to improve future learning
Motivation	a learner's 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
Practitioner inquiry	a collaborative four-stage cycle of planning, teaching, reviewing and reflecting designed to improve an aspect of a teacher's classroom practice and ultimately their learners' learning and achievement
Reflection in action	reflecting during an experience, it can also be thought of as 'thinking on our feet' and involves making decisions or changes to practice during the experience as the situation demands
Reflection on action	reflecting after the experience, can also be thought of as making decisions or changes to practice 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 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

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Glossary

Word or phrase	What it means
Reflective practice	learning through and from experience towards gaining new insights into self and practice
Reflective thinking	consciously thinking about analysing what you are doing, what you have previously done, what you have experienced, what and how you have learned
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 of learning	providing one or more learners with support from the teacher and/or peers when learning new concepts; the support is reduced as the learners become more independent in their thinking and ability to acquire new knowledge and skills
Scheme of learning	also known as a programme plan or scheme of work; an interpretation of a syllabus into a sequence of lessons
Self regulation	describes how learners monitor and control their cognitive processes
Social constructivism	theory of learning that stresses the fundamental role of social interaction in the development of cognition
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	learning is structured so that concepts and ideas are initially taught at a simplified level and then re-visited at more complex levels later on
Success criteria	summarise the key steps needed for learners to successfully meet a learning intention by specifying the main things to do, include or focus on
Summative assessment	assessment methods used to evidence what the learners have learned at a given point in time, usually at the end of a course, module, unit, theme or topic
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
Validity	how well a test measures what it is supposed to measure
Zone of Proximal Development	a learner's ability to perform learning tasks just beyond their current abilities with guidance and support from the teacher and/or peers