

Module 1 Guide

Cambridge International Certificate in Educational Leadership 6247



Contents

1 Introduction

2 Learning outcomes

Unit 1 Understanding key concepts and theories of leadership

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

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

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

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

Unit 2 Defining successful educational leadership practice

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

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

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

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

Unit 3 Action planning for developing leadership

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

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

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

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

3 Assessment criteria

Introduction

Assessment criterion 1 – Understanding educational leadership

Assessment criterion 2 – Developing thinking and practice in educational leadership

Assessment criterion 3 – Analysis and discussion

Assessment criterion 4 – Communication and presentation

4 Bibliography

5 Glossary

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Cambridge International Diploma in Educational Leadership

Module 1 Guide

The main aim of this guide is to exemplify standards for the Cambridge International Certificate in Educational Leadership (6247)

This document contains guidance on:

- each learning outcome and related key questions
- summative assessment requirements
- how the assessment criteria are used by an examiner to grade a candidate's portfolio of evidence.

This guide must be read in conjunction with the syllabus.



Learning outcomes

For ease of reference the format below has been used for each learning outcome.

- Key words: These key words will help you identify the focus of the learning outcome.
- Principal Examiner comments: Here you will find clarification as to what candidates are expected to know and/or do to meet this learning outcome.
- Key questions: Provide the indicative knowledge and skills content for each learning outcome.
- Guidance for summative assessment: Brief guidance is provided on what candidates must submit for their evidence of practice, learning or reflection.
- Recommended resources: recommended text and web-based resources are listed.

Assessment criteria

For each assessment criterion the following format has been used.

- Key skills: This will help you understand the key skills required for each assessment criterion.
- Principal Examiner comments: Here you will find clarification as to how candidates will be assessed and what examiners are looking for.

This guide is interactive

You can navigate through this document using the contents bar on each page. To return to this page, just click on 'Introduction'.



Learning outcomes – Unit 1

Understanding key concepts and theories of leadership

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

Key words: application of theory to practice • leadership • theories and concepts

The learning outcomes (LOs) for this introductory unit refer to 'leadership' in its widest sense. In Unit 1, candidates can begin by exploring examples, concepts and theories of leadership from the wider world before focusing on educational leadership.

In this unit, candidates should be briefly introduced to classic theories of leadership, such as 'great man' theories, trait theory, and contextual and contingency theories, as well as more recent theoretical models of leadership such as the six models in Leithwood (1999), discussed in Bush and Glover (2014).

It is important for candidates to have an understanding of the different focuses and the strengths and weaknesses of these influential models of leadership. However, it is not necessary to spend time on the leadership styles that are often associated with these different models. Because of the orientation of modules 2 and 3, candidates should be acquainted in more detail with the instructional and transformational leadership models, and with their developments in learning leadership (OECD 2013) and system leadership.

In terms of concepts, candidates should consider the relationships between management and leadership,

positional and distributed leadership and gender and leadership. Other concepts like the effect of context on leadership and emotional intelligence are also relevant at this stage.

Guidance for summative assessment

It is likely that Certificate programmes will be able to allocate at most a total of 40 hours for unit 1, spread across the three areas of guided, individual and work-based learning. Because of the volume of available resources and the amount of reading required for the unit, candidates will need clear guidance about their choice of theories and concepts, taking into account their own context and role.

Evidence of practice

Candidates will demonstrate this learning outcome in their annotated reading list submitted as evidence of practice for Unit 1.

Evidence of learning

Candidates will demonstrate their achievement of learning outcome A in the evidence of learning report for Unit 1. They will review selected concepts and

theories of leadership, explaining why and in what ways these are relevant to their own current leadership role. They will also include a detailed critique of one of the concepts or theories.

Recommended resources

Macbeath, J. and Cheng, Y.C. (Eds). (2008). Leadership for learning: International Perspectives. Rotterdam: Sense publishers. Available at: <https://www.sensepublishers.com/media/579-leadership-for-learning.pdf>

Web-based resources

Bush, T. & Glover, D. (2014) School leadership models: What do we know? Available to download at https://www.researchgate.net/publication/271904669_School_leadership_models_What_do_we_know

Institute of Directors, (2010). What are the key qualities of good leadership? www.youtube.com/watch?v=ORiYytpPiA

OECD. (2013). Leadership for 21st Century Learning. [Online] Available at: https://www.oecd-ilibrary.org/education/leadership-for-21st-century-learning_9789264205406-en

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Learning outcomes – Unit 1

Understanding key concepts and theories of leadership

Learning outcome A: Key questions

KQ1 What did the concept of 'leadership' mean to you before you began to study for this unit?

This key question encourages candidates to clarify their previous knowledge and understanding of the concept of leadership. Candidates should explore this in general terms before focusing more specifically on educational leadership.

It may also be relevant to consider how far candidates' job descriptions have played a role in their understanding of 'leadership' in relation to this key question, so that candidates can reflect on this when they complete the critical evaluation of their job description as evidence of practice later in Unit 1.

KQ2 Has your previous development as a leader been influenced by leadership theories or by the example of other leaders?

Building on their response to KQ1, candidates should analyse their own leadership and reflect on the specific influences on their development as a leader. They should consider this and KQ1 broadly so that they have a baseline against which they will be able to demonstrate their learning throughout the Module.

KQ3 Of the new concepts and theories of leadership that you have studied, which do you think are important, and why?

This key question requires candidates to make simple judgements about the concepts and theories that they are studying. It also requires them to demonstrate their critical thinking skills as they begin to choose which of the concepts and theories of leadership are important to them and explain why.

It gives programme leaders (PLs) and mentors an early opportunity to check candidates' understanding and breadth of reading.

KQ4 Which new concept or theory is most relevant to your school or school leadership?

Addressing this KQ again obliges candidates to engage in critical thinking as they reflect on their new learning and analyse and evaluate which leadership concept or theory is the most relevant to their own context. Candidates will need to demonstrate detailed knowledge of one of the concepts or theories selected in response to Q3. They then need to explain why, in their view, this concept or theory is the most relevant to their school or school leadership.

KQ5 Which new concept or theory is most relevant to your own role and leadership development?

KQ5 also requires candidates to demonstrate detailed knowledge and understanding of an individual theory or concept and, in this case, to apply it analytically to their current leadership role and future leadership aspirations.

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Learning outcomes – Unit 1

Understanding key concepts and theories of leadership

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

Key words: critically evaluate • insights • context • theories and concepts

The learning required for LOB gives candidates the opportunity to demonstrate and develop higher-order skills, as indicated by the requirement to 'critically apply' a new concept or theory of leadership. The relevant higher-order skills include reflection, analysis, critique and evaluation.

The activities that candidates engage in for LOB should focus on skill development, and should provide the opportunity for candidates to demonstrate their current skill levels as a baseline for monitoring progress throughout the Module. This might include a baseline assessment of the candidates' academic writing, based on candidates' written responses to the KQs.

In the first instance, individual candidates should be encouraged to select different concepts and theories from their peers and to share the conclusions of their critical analyses. Candidates should then be supported to select the concept or theory that they believe is most pertinent to their own context.

Guidance for summative assessment

Evidence of practice

It would be appropriate for candidates to complete the first draft of their critical evaluation of their job description at the end of activities related to LOB in the Guided Learning programme. This piece of evidence of practice should draw on concepts studied for the first two learning outcomes for this unit. However, candidates may wish to review and revise their evaluation towards the end of Unit 1 as they consolidate their learning and thinking.

Evidence of learning

Candidates will demonstrate the achievement of LOB in the second part of the evidence of learning report for this unit.

Recommended resources

Hargreaves, A. and Fullan, M. (2012). Professional Capital: Transforming teaching in Every School. New York: Teachers College Press.

Web-based resources

UC Davis Extension. (2014). Emotional Intelligence: How Good Leaders Become Great – 2014 UC Davis Executive Leadership Program. [online] Available at:

https://www.youtube.com/watch?v=HA15YZIF_kM [Accessed 5 Sept. 2018].

Day, C., Hopkins, D., Harris, A., Leithwood, K., Gu, Q. and Brown, E. (2010). Ten Strong Claims About Successful School Leadership. National College for Leadership of Schools and Children's Services. [Online] Available at: <http://dera.ioe.ac.uk/2082/1/10-strong-claims-about-successful-school-leadership.pdf>

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Learning outcomes – Unit 1

Understanding key concepts and theories of leadership

Learning outcome B: Key questions

KQ1 What are the key insights about leadership in the new concept or theory that you have chosen?

The KQs for this learning outcome are intended to structure candidates' understanding of the requirements of LOB and guide their choice of concept or theory. They presume that candidates have selected a concept or theory that has some depth and that they have studied and discussed it in detail.

KQ1 requires candidates to review and analyse the main ideas (key insights) for the concept they have chosen.

KQ2 Why do you think these are relevant to your school's or your own leadership?

KQ2 follows on directly from Q1 and asks candidates to critique the concept or theory in terms of its relevance to their own school or their own role as a leader.

KQ3 What might be the key changes to your school's or your own leadership if your chosen concept or theory was applied in your context?

This KQ asks candidates to think about the application of their chosen theory or concept. Specifically, candidates should reflect on what the impact might be if they applied the chosen concept or theory to their own or their own school's leadership.

In thinking about applying their chosen example in this way, candidates should ask themselves whether there are any cultural dimensions associated with the theory or concept. If so, are these compatible with the distinctive features of their own school culture? How well does the example 'fit' their context? Would any changes involved in applying the example be positive and bring about improvement?

KQ4 What would be the challenges and the benefits in applying the concept or theory?

KQ4 requires candidates to use their analytical skills to evaluate what might be the challenges and benefits of applying their chosen concept or theory in their school or to their own leadership. The result could be a list of challenges and benefits produced from a group discussion or individual discussions with mentors.

KQ5 Are there things about the concept or theory that might be inappropriate if applied in your school context?

The final KQ for LOB provides an opportunity for reflective writing, in which candidates can be more speculative and explore possible mismatches between the example and their context.

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Learning outcomes – Unit 1

Understanding key concepts and theories of leadership

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

Key words: context • successful leaders • leadership development

This LO requires candidates to develop their understanding of the contextual nature of leadership and the influence of context on every aspect of leadership. As Geoff Southworth writes: 'one of the most robust findings (of research) is that where you are affects what you do as a leader' (Southworth 2004: 77*). Context affects what leaders do to a significant degree because it has also influenced and shaped who they are: their beliefs, values, attitudes and skills.

It is important that candidates begin to explore this concept in detail, as an underpinning for later units and modules including Unit 2, which focuses on successful and effective leadership: 'outstanding leadership is exquisitely sensitive to the context in which it is exercised' (Leithwood et al, 1999: 4**).

The concept of leadership context is broad and includes the society and culture as well as the 'micro-context' of the school itself (Dempster 2009). Dempster lists 14 factors that define the micro-context, and identifies the nature of the student body as the most influential in their effect on leaders (p27). For leaders in the Certificate programme, their own position and role within the school may be equally influential.

One implication of this is that candidates in middle leadership positions may need to interpret research

and theory about school leadership in the light of their own position, as these are often focused on the leadership of school heads or principals. For example, subject leaders may have more direct influence on teachers and teaching and learning, but less authority to bring about change.

Guidance for summative assessment

Evidence of reflection

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

Candidates will demonstrate their achievement of this LO in the *evidence of reflection report* for Unit 1.

Recommended resources

* Southworth, G. (2004) *Learning-centred leadership*, in B. Davies (ed), *The Essentials of Schools Leadership*, London: Paul Chapman Publishing.

** Leithwood, K., Jantzi, D. and Steinbach, R. (1999) *Changing Leadership for Changing Times*, Buckingham: Open University Press

*Both of these quotations are from: Bush, T (2011, 4th edition) *Theories of Educational Leadership and Management*, London: Sage.

Web-based resources

Sorum Brown, J. (2013). Reflective practices for transformational leaders. Available at: www.nationalguild.org/getmedia/fc6a6665-3088-4a82-9f50-4dad02c641ae/Reflective-Practices-for-TransformationalLeaders.pdf.aspx?ext=.pdf

University of Cambridge Institute for Sustainability Leadership (CISL). A report commissioned by the British Council. (2017, June) Global Definitions of Leadership and Theories of Leadership Development: Literature Review. Cambridge, UK: Cambridge Institute for Sustainability Leadership. Available at: <https://www.cisl.cam.ac.uk/resources/publication-pdfs/Global-Definitions-Leadership-Theories-Leadership-Development.pdf>

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Learning outcomes – Unit 1

Understanding key concepts and theories of leadership

Learning outcome C: Key questions

KQ1 In what ways do the circumstances in which leaders find themselves affect what they are able to achieve as leaders?

KQ2 Do successful leaders adapt to their circumstances or change them?

KQ1 and KQ2 are deliberately open questions. KQ1 is designed to stimulate candidates' thinking about the kinds of things that they believe affect and constrain the actions of leaders. Candidates will then build on their thinking as they respond to Q2 by developing their ideas with reference to their reading and research on leadership theory. They might explore whether the different leadership models have anything to say about how different kinds of leaders respond to their circumstances. It would also be useful for candidates to explore the concept of 'success' and what we mean when we talk about "successful leadership" or "successful leaders".

It is important that candidates consider a wide range of ideas before they focus on specific macro- or micro- factors that are relevant to schools, which they are required to do for the last three KQs.

KQ3 From your research, what are the distinctive features of your own educational context that affect what school leaders can do or how they do it?

KQ3 requires candidates to extend their thinking to their own school context and begin to apply their research. To make sure that 'context' is interpreted in its widest sense, it may be helpful to first explore what is meant by 'educational context' in educational leadership theory. Candidates may find it useful at this stage to create a framework of the different contextual features such as geographical, cultural, school phase (primary, secondary, tertiary), public or state, size of school, and so on. They will then be able to use this framework when considering this KQs 3, 4 and 5 for LOC, as well as for a number of other LOs in this Module.

KQ4 What are the key contextual factors that influence your own leadership?

This KQ encourages candidates to now think about their own specific context as a leader. In doing so, candidates may find it helpful to use the framework of contextual features that they developed in response to KQ3, adding contextual features that relate to their area(s) of responsibility. For middle leaders in particular, the key factors that they then identify as influencing their own leadership may be different from those they explored in response to KQ3.

KQ5 How have these factors affected your leadership practice or development?

Finally KQ5 asks candidates to reflect on their own leadership. Candidates may want to consider features that have supported their development as leaders, as well as those that have constrained or limited it.

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Learning outcomes – Unit 1

Understanding key concepts and theories of leadership

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

Key words: reflection • selection • context

By the end of this unit, candidates should have completed the foundational reading and personal study referred to in the first section of the guide, about LOA. LOD requires candidates to consolidate this new learning about leadership in schools, regarding the different ways of theorizing school leadership, as well as the different conceptual perspectives through which they can understand leadership.

The five KQs for LOD are the agenda for the structured professional discussion with mentors that should take place towards the end of this unit. This is an assessment as well as a reflective activity: the record of the discussion is one item of evidence of practice in the portfolio. Candidates should therefore prepare for it by reviewing and making notes on the KQs in advance, using their reflective journals. It is not necessary for candidates to prepare an audio-visual presentation or handouts.

The discussion should be professional rather than informal, and candidates should prepare for at least an hour's duration. As a general guide, candidates should be able to discuss ideas from at least two theories or models of leadership and two of the leadership concepts referred to in the section on LOA. Depending on the level of detail involved, they should also be able to present at least two ideas from their

selected theories and concepts for each of the first three KQs.

Mentors will need to be briefed on this assessment activity. The briefing should emphasise that this unit is introductory and that candidates will only have completed a limited amount of personal reading. Mentors should use the discussion to explore candidates' understanding of their reading and the appropriateness of their application of learning to their practice, both in terms of reflection and future planning.

It is important that candidates end the unit with an understanding that there is no single, accepted theory or model of educational leadership, although some models have come to prominence in recent years because of the contemporary emphasis on the impact of leadership on candidate outcomes. Candidates should have achieved a basic understanding of the key models and concepts, and gained confidence in using these ideas to inform their understanding of their own leadership, and leadership in their schools.

Because of the way in which they are used in the programme, the KQs for LOD are different from those for other learning outcomes. However, they build on GL activities for LOB, which requires candidates to select one concept or theory only.

Recommended resources

Macbeath, J. and Dempster, N. (2009). *Connecting Leadership and Learning: Principles for Practice*. Abingdon: Routledge.

Wise, C., Bradshaw, P. and Cartwright, M. (Eds). (2013). *Leading Professional Practice in Education*. London: Open University with Sage.

Web-based resources

National College for Teaching and Leadership, (2015). NCTL programme materials [online]. Available at: <https://www.nationalcollege.org.uk/>

Day, C. & Sammons, P. (2014). *Successful school leadership [report]*. Education Development Trust. Available at:

<https://www.educationdevelopmenttrust.com/~media/EDT/Reports/Research/2015/r-successful-school-leadership.pdf>

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Learning outcomes – Unit 1

Understanding key concepts and theories of leadership

Learning outcome D: Key questions

KQ1 In your study for this unit, what ideas have strengthened and supported your current practice as a leader?

The first three KQs for LOD are focused questions in which candidates are asked to reflect on concepts and theories across the range of their reading.

For KQ1, candidates should identify a minimum of two ideas that have strengthened and helped their leadership practice. They should be able to support their choice with reasons and demonstrate their application of the ideas with evidence from their practice.

KQ2 What ideas have made you rethink your approach to the challenges you face as a leader?

Candidates should reflect on their reading to respond to this KQ, and identify a minimum of two ideas. These could be the same or different ideas from those that were the focus of KQ1. What is important is that candidates focus on the concepts that have made them rethink their approach to the leadership challenges that they face. Again, candidates should support their choice with reasons, and their application of the ideas with evidence from their practice.

KQ3 What concepts or theories have given you new ideas about or perspectives on your role?

This KQ requires candidates to identify a minimum of two ideas that have led to their re-thinking their role, perhaps giving them new ideas for fulfilling it more effectively, or enabling them to focus more objectively on what are the most important aspects of their role. Candidates should again give reasons for their choice and evidence their application of the ideas with examples from their practice.

KQ4 How could these ideas influence your understanding of your leadership role and context in the future?

KQs 4 and 5 anticipate the study of effective leadership and leadership practices in the remaining units of Module 1. They require candidates to think reflectively about what they have learned and discuss what influence their new learning may have on their leadership in the future.

KQ4 asks candidates to think ahead and think about how the ideas on which they have focused in response to KQ1-3 may impact on their perception of their role and the context of their role in the future.

KQ5 How could these ideas influence the development of your leadership learning and practice in future?

In Unit 1, candidates will have begun to identify concepts and theories that are particularly relevant to their current leadership role (or a role to which they aspire) in their current context and at their current stage of professional development. The discussion of KQ5 and KQ4 will provide a foundation for more detailed and focused thinking about personal leadership development and action planning later in the module.

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Learning outcomes – Unit 2

Defining successful educational leadership practice

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

Key words: application of theory to practice • interview • international

Unit 2 focuses on the theories and research into and about 'successful' or 'effective' educational leadership, the leaders who exercise it, and what other school leaders globally can learn from the literature about it. The emphasis on international findings is, however, balanced by the inclusion of the research interview that candidates plan, carry out and from which they analyse the results. This interview forms the work-based learning for this unit.

One of the issues that candidates will need to remember as they engage with their research for this unit is the fact that much of the research literature is about principal leadership. Candidates who are not school principals will have to consider carefully the implications of this for their role and context, in particular as they think about applying their new learning. Related to this is the tendency for candidates to select school principals as interviewees, as conspicuous examples of successful leadership. It is equally appropriate and possibly more relevant for candidates who are middle leaders to choose to interview an experienced leader in a similar position to their own.

LOE brings together both understanding of theory and research and its application to practice. Candidates articulate (or 'express' coherently) what they have learned about successful leadership from national

research from other countries and international research by organisations such as OECD. They begin to use what they are learning to inform their thinking about leadership in their own country, and their own leadership role. For this learning outcome, candidates should focus on higher-level issues, including the beliefs, values and dispositions of successful leaders.

They should then go on to explore what these key findings about successful leadership internationally have to say about their own schools and roles. They should access at least three resources in the process, one of which should be international and one from at least one other country.

Guidance for summative assessment

Evidence of practice

- *Module 1: Unit 2 Interview Plan*

Recommended resources

Wise, C., Bradshaw, P. and Cartwright, M. (Eds). (2013). *Leading Professional Practice in Education*. London: Open University with Sage.

Web-based resources

Ofsted. (2014). Ofsted case studies [online]. Available at: <http://www.ofsted.gov.uk/resources/results/Case%20studies>.

Day, C. and Sammons, P. Successful leadership: a review of the international literature. (2013). CfBT Education Trust. Available at: <https://files.eric.ed.gov/fulltext/ED546806.pdf>

Video: Educational Leadership with Dr Douglas Reeves (2009). <https://www.youtube.com/watch?v=Dis2rTPLIdc>

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Learning outcomes – Unit 2

Defining successful educational leadership practice

Learning outcome E: Key questions

KQ1 How do you define the key terms 'successful' and 'effective' as applied to the different roles and levels involved in school leadership?

KQ1 asks candidates to consider the different emphases of the two key terms. A starting point for this LO would be for candidates to discuss the definitions and implications of these key terms for leadership, firstly, in general and, secondly, for themselves, in their own role.

Candidates might consider how they evaluate their own success in their current role, discussing whether this is the same as being effective in the role, and how this relates to their job descriptions. Candidates might then go on to question whether the definitions apply differently to the various levels of leadership in a school, and in what ways.

KQ2 From your study, do you think that the way in which successful leadership is seen has changed over time, and how?

There is no doubt that the view of successful leadership has changed over time, and that it differs between different schools of thinking about leadership. KQ2 invites candidates to think about the different perspectives that they have encountered in their reading. It is also a reminder that the theory and practice of educational leadership is not static, but continues to evolve.

KQ3 What are the main emphases in current research about the priorities and values of successful leaders?

KQ3 requires candidates to identify the main emphases of current research on priorities and values. It is drawing attention to the strong contemporary focus on the role of leadership in improving the quality of candidate outcomes as a priority. Candidates should also be able to list and discuss a range of other priorities, their relative importance and the connections or tensions between them. In responding to this KQ and to KQ4, candidates should demonstrate a basic understanding of the relationship between priorities and values, how values drive priorities at different levels in education and how they can vary between systems, for example, between public and private systems.

KQ4 In the research and case studies, do these emphases vary between countries?

This KQ asks candidates to use their ideas for KQ3 and their reading of international and country specific research to explore whether or not the emphases on priorities and values of successful leaders varies between countries.

KQ5 What are the key messages about success in leadership that are relevant to your school and your own role?

The final KQ for this unit asks candidates to identify 'key messages', or high-level findings, about successful leadership and then to apply them at two different levels in their own school context. Candidates should note that the first part of this question includes an implicit critique of leadership priorities and values. For the second part of the KQ, candidates should be able to refer to between three and six findings about successful leadership, some of which may confirm and others which may lead them to question the effectiveness or success of aspects of their own practice and that of the leadership in their school.

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Learning outcomes – Unit 2

Defining successful educational leadership practice

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

Key words: analysis • research • theories and concepts

LOF requires candidates to research the literature about the practices of successful leaders, referring to actions that leaders do habitually that have been shown to be successful in achieving their objectives*. As with LOE, candidates should consider the implications for their own role. The command word, 'evaluate', indicates that candidates should be able to identify positive and negative implications of specific practices for their own role. They should not assume that, because a practice is effective in the research context, it would also be effective in their own.

The range of practices can be wide, depending on the definition of 'success' that candidates use. In the Diploma modules, 'successful leadership' is more closely defined in terms of the impact on improving the quality of teaching and learning. This view is highly influential in the Diploma modules, where 'successful leadership' is more closely defined in terms of the impact on improving the quality of teaching and learning. However, at this stage of the programme, candidates should be able to pursue their own definition of success and identify practices that align with it.

There are several frameworks that set out 'what leaders do in general', as well as the sets of standards for leadership and school heads that are published by national authorities and international bodies. These include the Cambridge Standards for School Leaders.

Guidance for summative assessment

Evidence of practice

this includes:

- *Module 1: Unit 2 Interview Plan*
- *Module 1: Unit 2 Interview Outcomes*

Evidence of learning

An analysis of what successful educational leadership looks like based on your understanding of contemporary research and your interview with an experienced leader.

Recommended resources

Craft, A. (2002). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. London: RoutledgeFalmer.

Web-based resources

*A fuller definition of practice and practices can be found in: Elmore, R: *Leadership as the practice of improvement*. Chapter 3 in: OECD (2008). *Improving School Leadership*. Volume 2: Case Studies On System Leadership. OECD Publishing. [Online] Available from: <https://www.oecd.org/edu/school/44375122.pdf> (Accessed: December 5, 2017)

Elmore's definition is that "...practice is not a personal attribute or characteristic of leaders; it is a collection of patterned actions, based on a body of knowledge, skill, and habits of mind that can be objectively defined, taught, and learned" (p8).

Cambridge Assessment International Education. (2018). Cambridge School Leader Standards. <http://www.cambridgeinternational.org/teaching-and-learning/school-leader-teacher-standards/> [accessed 19 Apr 2018]

Day, C., Hopkins, D., Harris, A., Leithwood, K., Gu, Q. and Brown, E. (2010). *Ten Strong Claims About Successful School Leadership*. National College for Leadership of Schools and Children's Services. [Online] Available at:

<https://www.gov.uk/government/publications/10-strong-claims-about-successful-school-leadership> [Accessed 19 Apr 2018]. (Eight dimensions of successful leadership, pp4-8).

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Learning outcomes – Unit 2

Defining successful educational leadership practice

Learning outcome F: Key questions

KQ1 What does current research tell us about what leaders do in general that affects their success in their role?

The first KQ refers to these frameworks, or high-level specifications, the most useful of which are research-based.

Candidates should consider a minimum of two of these leadership frameworks, and at least one set of leadership standards, for comparison.

KQ2 How do researchers measure the impact of leaders on the success of their schools?

The second KQ requires candidates to have a basic understanding of how leaders' impact has been assessed. This will include research studies of school leaders' own views of their impact and research on effect sizes of specific leadership practices. Candidates should be introduced to a minimum of two approaches to measuring or comparing impact, and have an initial understanding of the difficulty of this research task.

KQ3 Which leadership practices are seen as being most effective in improving the quality of education in schools?

KQ4 How can leaders at different levels in schools adapt or apply the practices to achieve success in their roles?

The third and fourth KQs both focus specifically on leadership practices that improve educational quality, and how these practices can be applied or adapted for different levels of leaders. At this stage, candidates should have a broad understanding of these practices and be able to think creatively about their adaptation and application. They should also choose one to research and evaluate in more detail, as preparation for the second part of the evidence of learning report.

KQ5 Which specific practices identified in your study are already a feature of your leadership?

Finally, KQ5 is a prompt for reflection, and could be used as a stimulus for a written reflective evaluation.

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Learning outcomes – Unit 2

Defining successful educational leadership practice

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

Key words: professional development • reflective practice • theories and concepts

LOG is the basis for the work-based learning in Unit 2, in which mentors have a leading role. Mentors should, therefore, be familiar with the meaning of the LO and with the key questions. They should be aware that LOG takes a broad view of what successful leadership is, as noted in the guidance for LOF. Mentors should also be familiar with the three templates for the interview that candidates have to submit as evidence of practice.

Mentors and PLs should note that the interview is with an 'experienced leader'. This leaves it open for candidates to discuss the difference between success and effectiveness with their interviewees. Where the phrase 'experienced leaders' is used in the KQs for LOG, it can be interpreted freely, applying either to individual interviewees, or to the wider group of experienced leaders interviewed by the group. For example, it would be interesting for candidates to aggregate their interview data as a basis for a collaborative learning discussion.

It is advisable for candidates to make the arrangements for the interview early on in the Unit 2 programme, but for the interview to take place after they have achieved a good understanding of the relevant ideas and issues. It is legitimate for

candidates to use the LOG KQs as a starting point for their interview questions, but candidates who take time to develop their own questions are likely to achieve the most interesting results. The most effective interviews are likely to be those where the interviewer has planned the interview, but is also prepared to ask follow-up questions prompted by the interviewee's initial responses.

Guidance for summative assessment

Evidence of practice

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

Evidence of learning

A critical evaluation of one of the key features of successful leadership that you have encountered in the literature, and which you have found challenging and interesting.

Recommended resources

Hargreaves, A. and Fullan, M. (2012). *Professional Capital: Transforming teaching in Every School*. New York: Teachers College Press.

Web-based resources

OECD. (2014). *Improving School Leadership* [online]. Available at: <http://www.oecd.org/education/school/improvingschoolleadership-home.htm> [Accessed 5 Sept. 2018]

Teaching Leaders & LKMco. Sam Baars, Meena Parameshwaran, Loic Menzies and Charleen Chiong. 2015-2016. Firing on all cylinders: What makes an effective middle leader? Available at: <https://www.ambitionschoolleadership.org.uk/blog/practice-great-middle-leadership/> [accessed 5 May 2018]

Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L., Coe, R. Developing Great Teaching: Lessons from the international reviews into effective professional development. Teacher Development Trust. 2015. <http://tdtrust.org/wp-content/uploads/2015/10/DGT-Full-report.pdf> [Accessed 6 June 2018]

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Learning outcomes – Unit 2

Defining successful educational leadership practice

Learning outcome G: Key questions

KQ1 What are the similarities and differences between the view of successful leadership in the research, and the public view in your country?

Whether the KQs are used in the interview or are just answered by candidates themselves, the first KQ makes two assumptions: that the candidate will be able to state a succinct view of successful leadership from (international) research, and that there is a widely-held view of school leadership in the candidate's own country. The two views may be similar or different: the KQ's main focus is on whether the candidate can articulate the similarities or differences.

KQ2 Are experienced leaders in your country influenced by leadership research or are the expectations of others in their schools and communities more influential?

The second KQ is also based on generalisations that reflect the differences in different countries. Some countries have established statutory frameworks for the work of school leaders, especially of school principals, and in some cases these apply to both public and private systems. Other countries have leadership standards that are advisory or lightly enforced. The purpose of the LO is to give candidates the opportunity to explore these issues of influence and accountability with the experienced leader, and to develop their own understanding.

KQ3 What do experienced leaders take into account when considering their own success?

KQ4 To what extent do their criteria for success match the findings about successful leadership in the research?

The third and fourth KQs are related, and focus on how experienced leaders judge their own success and the criteria they use. Candidates are likely to have thought about this particular question in advance of the interview so that they have a framework of success criteria in mind as a basis for asking follow-up or probing questions of the interviewee. This is one area of questioning where the responses of all the interviewees could be aggregated by the whole group of Certificate candidates and form the basis of an informative group activity.

KQ5 What methods of professional development have been most effective in developing their leadership abilities, skills or practices?

The final KQ is an open-ended question that can prompt a wide range of responses. These could be ranked in perceived order of effectiveness as the basis for group discussion.

This KQ anticipates one of the major themes of the Diploma programme



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Learning outcomes – Unit 2

Defining successful educational leadership practice

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

Key words: critically evaluate • professional development • skills development plan

This learning outcome requires candidates to review and reflect upon the implications of their learning from Unit 2. Specifically, they will identify from their research and study a number of features and practices of leadership that are relevant to their own current role and position. They should select a minimum of six ideas on which to focus for the unit, including both features and practices.

The wording of the LO allows candidates a wide choice. 'Features' of leadership is intended to include values and dispositions as well as other ideas from the models of leadership that candidates will have been introduced to in Unit 1. 'Practices' refers to the habitual actions of leaders. It is important for candidates to be clear about the level or specificity of 'practices', and that *the term implies particular actions, rather than what* are described as strategies or dimensions of leadership in the literature. These will be considered in the next unit.

For example, 'ensuring an orderly and supportive environment' is described as one of five 'dimensions of leadership that make a difference to students' in an influential national research report*. A leader taking this as a priority is likely to adopt a number of practices, either consciously or instinctively, and

adopt a strategy for linking them with other activities over time. For this LO, the focus is on the practices and not the strategies or the broader dimensions or objectives of successful leaders.

This LO lends itself to individual discussion between candidates and their mentors. Mentors need to understand the definitions provided in this section of the guide in order to give candidates appropriate feedback on their selection of features and practices.

As candidates will be referring to a number of resources when focusing on LOE, they should remember the importance of citing their sources in written reports, including page references where applicable. It is, of course, essential that candidates use a recognised academic referencing system in all their writing whenever reference is made to the work of others.

Guidance for summative assessment

Evidence of practice

- *Module 1: Unit 2 Post Interview Discussion*

Evidence of reflection

A reflective evaluation of the implications of what you

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

Recommended resources

Hargreaves, A., and Fullan, M. (2012). *Professional Capital: Transforming teaching in Every School*. New York: Teachers College Press.

Web-based resources

Robinson, V., Hohepa, M., & Lloyd, C. (2009, redacted 2015). *School Leadership and student outcomes: Identifying what works and why best evidence synthesis*. Wellington: Ministry of Education. Available at: <https://www.educationcounts.govt.nz/publications/series/2515/60170>

Video: Viviane Robinson. Educational Leadership: How does it make a Difference to Student Outcomes? (2016) <https://www.youtube.com/watch?v=PGNUUY7xJEc>

Timperley, H. (2008). *Teacher professional learning and development*. Educational Practices series 18. Geneva: International Bureau of Education. Available at: www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_18.pdf [Accessed 7 June 2018]

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Learning outcomes – Unit 2

Defining successful educational leadership practice

Learning outcome H: Key questions

KQ1 In your role, what are the key leadership practices that would most contribute to your achievement of your own objectives?

This first KQ is an open one. It encourages candidates to use their critique of leadership practices to reflect on their own role and to decide on which key leadership practices might support them best to achieve their objectives.

KQ2 Of those that are already a feature of your role, has your study shown you ways in which to develop these practices?

KQ3 What new features or practices from your study would enhance your chances of success in your role?

In responding to KQ2 and KQ3, candidates are again required to reflect on their current 'successful' leadership practices as well as what they have learned from the research about effective leadership features or practices. They are then asked to discuss whether the research has given them ideas for how they might develop their existing successful practice further (KQ2). For KQ3, candidates are required to identify leadership features that are 'new' to them (not currently part of their practice), and that they believe would help them to be more successful in their role.

KQ4 Using one as an example, how would it contribute to the development of your role and what benefits might result?

KQ5 What would be the challenges and risks of developing this aspect of your leadership?

For KQ4 and KQ5, candidates should focus on one of the 'new' features or practices that they identified in response to KQ4 and analyse how it might make a positive difference to their leadership development and what the potential gains might be as a result (KQ4). Whilst considering the potential positive impact of developing this aspect of their leadership, candidates need also to reflect on the possible challenges and risks involved (KQ5).

The KQs for this LO will help candidates to compile and consolidate their ideas for the second part of the *Evidence of reflection* report.



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Learning outcomes – Unit 3

Action planning for developing leadership

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

Key words: critically evaluate • effective feedback • leadership

In Unit 3, candidates focus upon the application of what they have studied during the first two Units, not only to their own role and workplace, but particularly to their own professional development as leaders.

The major work-based activity for the unit is the presentation. This has several secondary purposes apart from the obvious ones. The first is to give candidates the opportunity to be accountable to their own school leaders for their learning during the Certificate programme. Where candidates are themselves heads of schools, the audience for the revised unit 3 presentation could be either candidates' senior leadership teams, their Board or Board sub-committee, or the school proprietor.

The second purpose is to model aspects of a 360 degree review process, as candidates present their self-evaluation and their professional development plan firstly to peers and mentors and then to their school leaders. The requirement to present to both Certificate group members and to candidates' school leaders is not just to provide an opportunity for candidates to practice, review and refine their ideas. It is also to give candidates different perspectives on their presentation.

It is important for candidates to recognise that the emphasis of Unit 3 is upon their own development as leaders, and not on their improvement plans for their department, section or school. This would be far too demanding for the scope of this unit and the assumption is that candidates are already doing this work outside of their Certificate study. The main focus of the unit, therefore, is on the skills and practices that candidates' use or need to develop to enable them to accomplish their job description and plans for improvement, and not on the improvement plans themselves.

LOI and its associated KQs ask candidates to identify their major personal professional development objectives for the year ahead. Candidates can choose to focus their evaluation and plan on one, major objective, or may wish to use the presentation more comprehensively, to evaluate and present an overall development plan for their role.

Although the main focus of this unit is on the application of learning to practice, candidates are required to continue their literature study. PLs will help candidates to identify key learning resources for the unit that address the skills and strategies of

successful leaders. Candidates should use their individual study time to deepen their knowledge of relevant research findings. As before, where research findings are based on the work of school principals, candidates will need to consider them in the context of their own level and position.

Guidance for summative assessment

Evidence of learning

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

Recommended resources

Macbeath, J. and Dempster, N. (2009). *Connecting Leadership and Learning: Principles for Practice*. Abingdon: Routledge.

Web-based resources

OECD. (2014). *Improving School Leadership* Available at: www.oecd.org/education/school/improvingschoolleadershiphome.htm.

Ministry of Education. (2015). *Educational Leaders: Effective Communications*. Available at: www.educationalleaders.govt.nz/Managing-your-school/Guides-formanaging-your-school/Effectivecommunications [Accessed 23 April 2018].

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Learning outcomes – Unit 3

Action planning for developing leadership

Learning outcome I: Key questions

KQ1 From the research, how do successful leaders make priorities and develop strategies to achieve their objectives?

KQ2 What key strategies are associated with improving teaching and learning in a school?

KQ1 and KQ2 are research-based and will require candidates either to expand their reading or revisit sources previously referred to, in order to understand how successful leaders make priorities and form strategies. For the first KQ, one of the key ideas is that improvement priorities need to be based on the overall stage of development of the school, and that priorities need to be ordered with this in mind. There are examples of descriptions of stages of development in the literature with which candidates could briefly familiarise themselves. These could also help candidates as they explore their own professional development needs later in Unit 3.

KQ3 What sort of criteria do leaders use to evaluate whether their strategies are likely to succeed?

The third KQ draws candidates' attention to the importance of evaluation, and the kinds of criteria that leaders use to assess the potential impact of their improvement strategies. The kinds of criteria candidates use might include contextual or behavioural criteria, such as what kinds of practices or skills are relevant to their particular school or what leadership styles might be most effective.

Another interesting approach is to consider leaders' theories of action: "A theory of action is a set of logically connected statements that... connect the actions of leaders with their consequences for quality and performance in the organisation." (Elmore 2008)

KQ4 What does the research say about the range of key skills needed for successful leadership?

KQ 4 asks candidates to identify a range of key skills required for leadership. This KQ should be used to establish the categories or sets of skills that are important for successful leadership, such as verbal communication, relational or problem-solving skills, and individual skills within the categories. This understanding is relevant to the U3 presentation. In the presentation, candidates should not identify whole skills sets as developmental priorities in the short term, as this would be both too vague and too impractical. Instead, candidates should be specific about the individual skill or skills that they plan to develop.

KQ5 Does the level of individual leaders' roles within the school affect the strategies that they can use and the skills they need?

The first part of the final KQ for LOI requires candidates to think about whether or not the level of leadership role influences the leadership strategies that could be employed. For example, can/should a

subject leader use the same strategies as a principal? Candidates should then consider whether or not the leadership skills needed are different for leaders who are at different levels of leadership in the same school.

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Learning outcomes – Unit 3

Action planning for developing leadership

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

Key words: effective feedback • leadership • research

This LO is intended as preparation for the Unit 3 presentation. As such, it is closely linked to LOK and candidates may find it helpful to focus on these two learning outcomes together.

The KQs are phrased to allow for a range of different situations. These include candidates who have a job description with short-term (annual) objectives and those who do not, as well as those who have prioritised and started work on their priorities and those who have not. Supportive guided learning activities should take account of the situation of individual candidates.

In all cases, candidates should benefit from the initial feedback from other group members and mentors about their leadership development priorities and their actual or proposed strategies, as well as the skills that they need to realise their strategies. This feedback should be given following the first delivery of the presentation. Candidates will then use this feedback to review their presentation before they deliver the revised version to their school leaders (LOK).

Guidance for summative assessment

Evidence of practice

- a copy of the *initial presentation*
- at least **two** copies of the *Module 1: Unit 3 Presentation Review Form* from the initial presentation

Recommended resources

Macbeath, J. and Dempster, N. (2009). *Connecting Leadership and Learning: Principles for Practice*. Abingdon: Routledge.

Web-based resources

Ministry of Education. (2015). *Educational Leaders: Effective Communications* [online]. Available at:

<http://www.educationalleaders.govt.nz/Managing-your-school/Guidesformanaging-your-school/Effectivecommunications> [Accessed 5 Sept. 2018].

Louis, K., Leithwood, K., Wahlstrom, K. and Anderson, S. (2010). *Learning From Leadership: Investigating The Links To Improved Student Learning*. The Wallace Foundation. [Online] Available at: <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Investigating-the-Links-to-Improved-Student-Learning.pdf> [Accessed 19 Apr 2018].

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Learning outcomes – Unit 3

Action planning for developing leadership

Learning outcome J: Key questions

KQ1 What is the most important objective that you have to achieve in your area of responsibility over the coming year?

For the first KQ, candidates should be able to articulate the reasons for their prioritisation of their main objective, giving consideration to their particular area of leadership responsibility. For example, if a subject leader identifies that developing her teachers' skills in differentiation is her most important objective, what are the reasons for making that her foremost priority?

KQ2 What alternative strategies could you use to achieve your objective?

KQ3 Which strategy is likely to be most effective, in terms of your leadership skills and context?

KQs 2 and 3 are best answered through a group activity, in which a range of alternatives can be developed and evaluated for each candidate. KQ3 indicates that the evaluation of the appropriateness of strategies should be based on knowledge of the context as well as the skills of the individual leader.

KQ4 How can your other objectives be best achieved in the context of your major priority?

KQ4 is a reminder that candidates should be practical and sensible about what they will actually be able to achieve in their role, and also in their presentation. Candidates should assess the achievability of their objectives, being mindful of the timescale, resources, support, and so on. This is important as they will not be able to set realistic expectations for the professional development that they can achieve within the timescale of their plan unless they have engaged in this preliminary thinking.

KQ5 To what extent are these priorities and objectives focused on the improvement of teaching and learning?

This final KQ for LOJ is linked to KQ1. It implies that candidates should be able to demonstrate that their chosen priorities and objectives will have an impact on teaching and learning, reminding them of this most important role of leadership.

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Learning outcomes – Unit 3

Action planning for developing leadership

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

Key words: application of theory to practice • leadership • professional development

This learning outcome defines the contents of the presentation, which should include an evaluation of candidates' leadership roles and a strategy for their own professional development that is based on the kinds of leadership practices and skills needed to accomplish their roles.

Candidates may choose to start their presentation with a review of their job description, or with their own account of their role and objectives. The self-evaluation of their strengths and skills, and of the ways in which they could be more effective, should be informed by their study of the literature about successful leadership and the practices of effective leaders. The strategy that they propose to help them to develop their new practices and skills should be achievable, both in terms of the time-scale and the resources available.

Once the stages of presentation have been completed and the feedback from school leaders discussed with mentors, candidates should complete their Personal Leadership Development Plan, using the template. It is important that candidates and PLs understand that it is not an assessment requirement for the Certificate (or Diploma) that the development plan is put into

action, although it can, of course, be adopted for actual use with the approval of the appropriate school leaders.

The presentations will include a PowerPoint or similar electronic presentation and candidates' script or structured notes to accompany the presentation. For assessment purposes, it is essential that examiners are able to see that candidates have reviewed and revised their priorities for their own professional learning in the light of the feedback received from both of their audiences.

Guidance for summative assessment

Evidence of practice

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

Evidence of learning

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

Recommended resources

Wise, C., Bradshaw, P. and Cartwright, M. (Eds). (2013). *Leading Professional Practice in Education*. London: Open University with Sage.

Web-based resources

Sorum Brown, J. (2013). *Reflective practices for transformational leaders*. Available at:

www.nationalguild.org/getmedia/fc6a6665-3088-4a82-9f50-4dad02c641ae/Reflective-Practices-for-TransformationalLeaders.pdf.aspx?ext=.pdf.

Hargreaves, A. Professional Capital: Transforming Teaching in Every School <https://www.youtube.com/watch?v=w7LQhLX2Wek> [Accessed 23 Apr 2018].

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Learning outcomes – Unit 3

Action planning for developing leadership

Learning outcome K: Key questions

KQ1 How has your leadership learning in Module 1 affected your understanding of your own leadership role and objectives?

KQ2 What has the research on successful leadership told you about your leadership strengths and skills?

KQ3 What have you learned about ways in which you could be more effective in your role, with your current priorities?

KQ4 What skills or practices of successful leaders will you need to develop to achieve these priorities?

KQ5 What is your proposed strategy for developing these practices?

The KQs for this LO provide a structure within which candidates can discuss the presentation, with the support of mentors. They will help candidates to organise their ideas, providing a potential framework for the presentation.



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Learning outcomes – Unit 3

Action planning for developing leadership

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

Key words: application of theory to practice • professional development • leadership

To meet the requirements of LOL, candidates will evaluate what they have learned from making their presentation and translate this into an action plan for their personal professional development. Candidates should work with mentors to prepare the plan, using the template provided by Cambridge.

In the action plan itself, candidates should focus on a limited time-scale and a small but achievable number of priorities. In this respect, a plan that evidences depth of thinking but that is practical to implement will be of more value than an impractical plan on a grand scale. It should be emphasised that there is no requirement to actually put the plan into action.

The concluding part of the evidence of reflection report for this unit clearly gives candidates the opportunity to explore and express the significance for their future leadership of their learning experience in the Certificate programme as a whole, as well as requiring a commentary on the development plan.

Guidance for summative assessment

Evidence of practice

- *Module 1: Unit 3 Personal Leadership Development Plan*

Evidence of reflection

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

Recommended resources

Wise, C., Bradshaw, P. and Cartwright, M. (Eds). (2013). *Leading Professional Practice in Education*. London: Open University with Sage.

Fullan, M. (2007). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Web-based resources

OECD. (2014). *Improving School Leadership* Available at: <http://www.oecd.org/education/school/improvingschoolleadershiphome.htm>.

OECD. (2013). Teaching and Learning International Survey (TALIS). [Online] Available at: <http://www.oecd.org/education/talis/> [Accessed 19 April 2018]. p.28-37

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Learning outcomes – Unit 3

Action planning for developing leadership

Learning outcome L: Key questions

KQ1 What did you learn about yourself and your leadership from giving the presentations?

KQ2 Was the feedback on the presentations in line with your self-evaluation in terms of priorities, skills and practices?

KQ1 assumes that candidates will have increased their own professional self-knowledge from the process of preparing and giving the presentation to two different audiences, while KQ2 asks them to compare their own self-evaluation with the multiple feedback from their Certificate course peers and their school leaders. It is likely that there will be some variation in the quality and relevance of the feedback from these different audiences, and it is important that candidates evaluate the feedback.

KQ3 How do you account for any differences and do you intend to change your self-evaluation accordingly?

KQ3 invites candidates to account for differences between their own view of their priorities, skills and practices as a leader in their school, and the views of these other audiences.

The most important of the audiences is likely to be candidates' school leaders, whether these are their superiors or their own leadership team. Candidates' school leaders need to understand in advance the risks, as well as the potential benefits, of this kind of exercise for the individual Certificate candidates.

KQ4 How will the actions in your Development Plan improve specific outcomes in your area of leadership?

KQ5 Is the plan realistic and achievable in the time available?

The last two KQs relate to candidates' Personal Leadership Development Plans (or action plans). Candidates should be able to articulate a response to KQ4 to their mentors and PLs, and both mentors and PLs should be persuaded that the plan is realistic and achievable. This is not because candidates will, necessarily, actually put the plan into action, but more to make sure that candidates have considered the potential impact as well as the viability of their action plans. Candidates who produce unrealistic plans are unlikely to achieve LOL convincingly.



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Assessment criteria – Introduction



Assessment criteria are used to enable candidates to know what they need to do to achieve the learning outcomes. They are an indication of achievement at a certain level. They are evaluative and holistically applied to the whole portfolio.

When assessing a portfolio the examiner will first establish that each learning outcome has been evidenced to the standard required, which is FHEQ Level 4. Once they have assessed that all the learning outcomes are evidenced the examiner will use the assessment criteria to judge how well the learning outcomes have been met. To achieve an overall Pass grade all four assessment criteria need to be met. To receive an overall Distinction three criteria need to be awarded a distinction grade with the fourth awarded at least a Pass grade. Once the examiner has marked all the candidates portfolios from that Centre they will complete the *Centre Feedback Form*. This is designed to help guide the Programme leader in developing the quality of their programme.

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

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Assessment criterion 1

Understanding educational leadership

Distinction	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.
Pass	Demonstrates a broad understanding of relevant concepts and principles and is able to apply these in a meaningful way to own practice.
Fail	Demonstrates inadequate or poor understanding of relevant concepts and principles. Application to own practice may be very limited, inadequate or inappropriately applied.

To demonstrate that a candidate has met this assessment criterion they will need to evidence a minimum of two concepts and principles in their portfolio. The candidate needs to show that they have understood these by applying them to their own practice. Candidates should not merely describe the concept but should engage critically with the material. Candidates need to identify key positive and negative aspects on which they can comment.

Recommended resources

Giltrow, J., Gooding, R., Burgoyne, D. and Sawatsky, M. (2009). *Academic Writing: An Introduction*. Peterborough, Ontario: Broadview Press Ltd. (Available as an e-book).

Video. Kipling's Critical Evaluation. <https://www.youtube.com/watch?v=Xf7nb03g-NA>

Key skills:

application of theory to practice

analysis

critical evaluation

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Assessment criterion 2

Developing thinking and practice in Educational Leadership

Distinction	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.
Pass	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.
Fail	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 to and principles to own practice.

To demonstrate that a candidate has met this assessment criterion they will need to evidence a minimum of two theories. Candidates need to show that they have understood these by applying them to their own practice. Further, candidates are required to demonstrate that they have used the theories that they have evidenced and then reflected in an evaluative manner on their practice.

Reflective writing requires candidates to explore and explain what they have done and why, discussing also what they did not do, and why not.

Candidates should integrate theory and practice as well as the learning they have experienced.

Recommended resources

Sorum-Brown, J. (2013). Reflective practices for transformational leaders. [Online] Available at: <http://nationalguild.org/getmedia/fc6a6665-3088-4a82-9f50-4dad02c641ae/Reflective-Practices-for-Transformational-Leaders.pdf.aspx?ext=.pdf>

Hampe, N. (2013). Reflective Practice and Writing: a Guide to Getting Started. <http://www.alia.org.au/sites/default/files/documents/Reflective.Practice.Writing.Guide20130409JB.pdf>

Key skills:

application of theory to practice

reflection

reflective practice

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Assessment Criterion 3

Analysis and discussion

Distinction	Analyses questions and issues arising from study, inquiry, 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 analysis and discussion. Well-structured work.
Pass	Analyses questions and issues arising from study, inquiry 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 analysis and discussion. Structured approach to analysis and discussion.
Fail	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.

To demonstrate that a candidate has met this assessment criterion they will need to evidence that they have carried out independent research as well as using evidence from their own experience as practitioners. The candidate's discussion should be structured with a clear theory or principle, set out with reasonable and evidenced counter arguments. Candidates must reference where they acquired the information, citing correctly both in the body of their writing as well as in the bibliography.

The information that candidates use should be from a minimum of two different types of information from the list below.

- Books. It is important that the editions referred to are up-to-date editions. Candidates should make sure that they include some current writers and research as well as well-established theoretical

texts. There are recommendations for appropriate texts in the bibliography and recommended resources section included in this guide. Candidates are encouraged to read widely from these texts and web-based resources, as well as from other texts of their choosing.

- Web-based journal articles (academic teaching journals). The web-based journal articles referenced in the recommended resources are an example of what candidates can explore.
- Web pages (not Wikipedia). Again, candidates should feel free to use the recommended web-based resources as a starting point
- Print journal articles. As with books, candidates should look for more recent articles as well as 'older' ones.

Key skills:

analysis
reasoning
research

Recommended resources

UNSW. (2015). Critical thinking. <https://student.unsw.edu.au/critical-thinking>

Elder, L., and Paul, R. The Aspiring Thinker's Guide to Critical Thinking. (2009). https://www.criticalthinking.org/files/SAM_Aspiring_Thinkers_GuideOPT.pdf

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Assessment criterion 4

Communication and presentation

Distinction	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	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	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.

To demonstrate that a candidate has met this assessment criterion they will need to structure their writing in a clear manner. Candidates should present their work in a way that aids effective communication of their thinking. This will include format, language, syntax and referencing.

It is very important that candidates give credit to other people's thoughts and ideas. Plagiarism is presenting someone else's work or ideas as your own. If the examiner suspects plagiarism the candidate will receive a Fail grade for this assessment criterion. To avoid plagiarism, candidates need to make sure that they are rigorously and consistently following a form of academic referencing. We advise candidates to use the Harvard style of referencing.

Recommended resources

Harvard referencing
<http://www.citethisforme.com/harvard-referencing>

Key skills:

academic conventions
effective communication
format and structure of writing

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List of recommended resources

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Craft, A. (2002) Continuing Professional Development: A Practical Guide for Teachers and Schools London: Routledge Falmer

Day, C., Hopkins, D., Harris, A., Leithwood, K., Gu, Q. and Brown, E. (2010). Ten Strong Claims About Successful School Leadership. National College for Leadership of Schools and Children's Services. [Online] Available at: <http://dera.ioe.ac.uk/2082/1/10-strong-claims-about-successful-school-leadership.pdf>

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Macbeath, J. and Dempster, N. (2009) Connecting Leadership and Learning: Principles for Practice Abingdon: Routledge

Ministry of Education. (2015). Educational Leaders: Effective Communications [online]. Available at: <http://www.educationalleaders.govt.nz/Managing-your-school/Guidesformanaging-your-school/Effectivecommunications>

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International

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Key words

A

Academic conventions - These are the most generally established view of what is accepted usage. These include:

- Avoid using colloquialisms and slang.
- Avoid using abbreviations and contractions.
- Avoid using personal pronouns such as I, we, you.
- References must be used as evidence of deep and wide reading.

Analysis - Analysis is carefully considering an idea and weighing up the evidence supporting it to see if it is convincing. Then being able to explain why you find the evidence convincing or unconvincing.

Application of theory to practice - To successfully apply theory to practice a learner needs to identify the key principles of the theory and to use these to guide their teaching practice.

C

Context - The situation within which something exists or happens, and that can help explain it.

Critically evaluate - To give your verdict as to what extent a statement or findings within a piece of research are true and to what extent you agree with them.

E

Educational settings - The diverse physical locations, contexts and cultures in which learners learn.

Effective communication - The learner needs to structure and present their work in ways that aid the effective communication of their thinking and the reader's ability to understand it. It therefore extends beyond basic literacy skills.

Effective feedback - For feedback to be effective it needs to follow the key principles:

- Specific and descriptive
- Focused on positives
- Timely
- Checked for understanding
- Followed up

Evaluation – a term that covers making judgements in a broad context such as the effectiveness of students' learning, a teacher's classroom practice, individual lessons, sequences of lessons, learning programmes, etc.

F

Format and structure of writing - The ability to communicate in a literate, articulate and appropriate way is critical when submitting written work. This involves having logical organisation and coherence of arguments as well as a fluent writing style which is appropriate to the assignment.

I

Insight - Insight is the understanding of a specific cause and effect within a specific context.

International - involving, or done by, two or more nations.

Interview - A formal meeting in which one or two people meet. An effective interview has well-planned questions and a clear structure.

L

Leadership - Leadership is focused on the direction the school is going in, ensuring it is doing the right things, has a vision and mission that is inspiring teaching and learning, and improving the school's performance in relation to this. Leadership is also concerned with getting the most out of individuals and developing a collaborative culture.

P

Professional development - Teachers continuously and systematically reflect on and improve their professional thinking and practice, engaging in appropriate learning opportunities to improve and upgrade their knowledge and skills.

R

Reasoning - The process of thinking about something in order to make a decision.

Reflection - The learner keeps a running record of their reflections as they happen or come to mind in their daily practice and experience. They can capture these ideas, observations, words etc while they are still fresh. They can keep their journal in the way they find most comfortable; using their own personal style. The journal becomes a rich resource for further

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Key words

reflection, so that the learner can develop their thinking, share ideas with colleagues, and discuss with their mentor.

Reflective practice - The process through which the teacher continuously learns continuously from the experience of planning, practice, assessment and evaluation and can improve the quality of teaching and learning over time.

Research - Research is the foundation of any essay writing. When you write a research paper you build on what you already know and find out what experts know. This involves surveying a field of knowledge in order to find the best possible information in that field.

S

Selection - A choice or range of different types of concepts and theories.

Skills development plan - Skills development planning is a process that helps candidates think about their own learning, performance and achievements and to plan their personal, educational and career development.

T

Theories and concepts - Concepts are building blocks of theories. A theory is a group of general propositions that are used as a principle of explanation.

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To join the **Professional Learning Community** visit www.learning.cambridgeinternational.org

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