

CAMBRIDGE INTERNATIONAL CERTIFICATE IN

# EDUCATIONAL LEADERSHIP

CAMBRIDGE  
PROFESSIONAL  
DEVELOPMENT  
QUALIFICATIONS

## CAMBRIDGE INTERNATIONAL CERTIFICATE IN

# EDUCATIONAL LEADERSHIP

A key ingredient for a successful leadership path

## Programme overview

The Certificate 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. It also helps practicing 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.

Cambridge Professional Development Qualifications (PDQs) are offered internationally through a network of Cambridge Professional Development Centres, quality assured by Cambridge.

**Emkan Education** is proud to be the only private centre in the Kingdom of Saudi Arabia that offers PDQ certificates to teachers and leaders in three different programmes in both languages English and Arabic.

## Target audience

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

## Brief on the programme



Duration  
**3 Months**



Cost (VAT inclusive)  
**6,250**  
Installment plans available



Learning hours  
**150 hours**  
Online\*

## Programme Structure



Live Sessions  
with Trainer



e-Portfolio



Learning materials and  
resources

\*Face to Face training on school campus also available

## Programme units

The certificate comprises 3 units related to practice as shown below:

### Unit 1 Understanding key concepts and theories of leadership

#### Unit Goals

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

#### Learning outcomes

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

### Unit 2 Defining successful educational leadership practice

#### Unit Goals

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

#### Learning outcomes

- **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.
- **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.
- **Apply** their understanding of successful leadership to a research interview with an experienced leader in their own local context.
- **Evaluate** their own leadership in the light of what they have learned about specific leadership features and practices, and identify areas for development.

## Programme units (Continued)

### Unit 3 Action planning for developing leadership

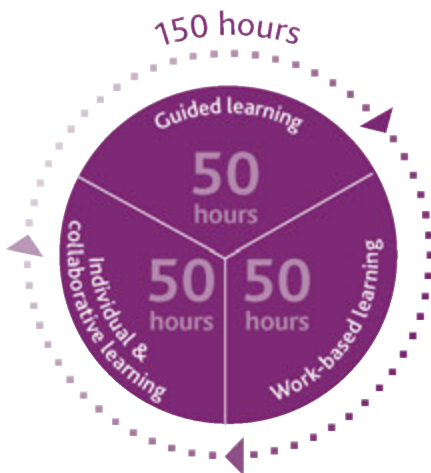
#### Unit Goals

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

#### Learning outcomes

- **Articulate** their knowledge and understanding of the strategies used by successful leaders at different levels and the skills required to implement them.
- **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.
- **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.
- **Evaluate** the outcomes of the presentation to produce a short-term development.

### Learning hours



#### Guided Learning:

Includes active participation, discussion and engagement with other candidates during sessions that are lead and supervised by the trainer. e.g. workshops, seminars and tutorials

#### Work Based Learning:

Includes actual application of the understanding of your own role and identifying key priorities for development within your work context. e.g. applying new ideas and approaches in practice and reflecting on experience.

#### Individual & Collaborative Learning:

Includes allowing time for background reading and discussion with your colleagues, to enrich your reflective practice individually as well as collaboratively with your colleagues without the guidance of a trainer. e.g. reading, research and discussion.

## Required assessment and evidence

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



**Understanding educational leadership.**



**Developing thinking and practice in educational leadership.**



**Analysis and discussion.**



**Communication and presentation.**

## Assessment criteria

The assessment criteria are used by Cambridge International examiners in their judgements on the quality of the evidence presented.



In the portfolio, candidates will use the relevant Cambridge International templates to **gather, organize 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 teach. This is their opportunity to indicate significant influences on their work and professional development. Although the introduction is not formally assessed or judged, it does help the examiner to understand the teaching context and interpret the subsequent assessment evidence.



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. Guidance for this is given by the trainer.



Maintaining a **reflective journal** is a must, 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.

## Registration Conditions



The candidate has to be **currently working** as a full or part timer as it is essential that leaders can try out in practice, in their workplace, what they learn during their study.



All candidates should have English **language competence** comparable to Level B2 in the Common European Framework of Reference for Languages (CEFR) or minimum requirement of 5.5 on the International English Language Testing System (IELTS).

## What is special about the programme?

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

## About Cambridge International

Cambridge is a trusted education partner for governments in over 30 countries. In some countries, such as Singapore, Cambridge works with public bodies to provide the national examinations for learners in secondary schools. In other countries, such as Egypt and Bahrain, Cambridge works with governments to develop and introduce new education and assessment systems.

Cambridge professional development qualifications (PDQs) provide a strong framework to support school-based professional development of teachers and leaders. PDQs transform professional learning for practising teachers and leaders and are based on the latest research and best practices in teaching, learning and leadership.

## Assessment and Evaluation

Each unit will be evaluated based on a collection of evidence that reflects your understanding and knowledge and will be compiled at the end of the programme in a portfolio to be submitted to Cambridge. The portfolio will be assessed at the end of the programme by Academic experts who work under Cambridge.

Source: CambridgeInternational Website

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