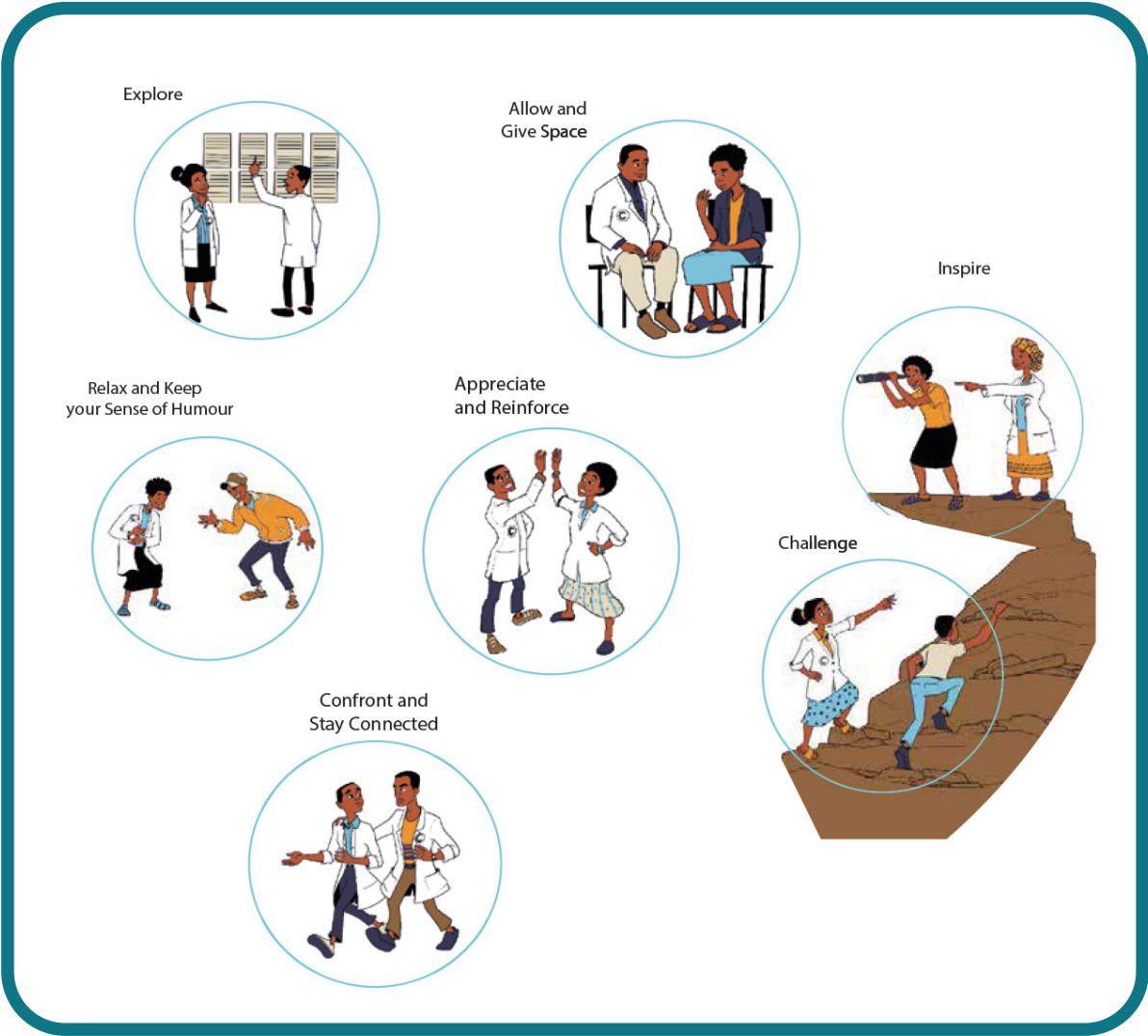


CONTINUOUS PROFESSIONAL DEVELOPMENT CERTIFICATE IN EDUCATIONAL MENTORSHIP AND COACHING

Programme description



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CONTINUOUS PROFESSIONAL DEVELOPMENT CERTIFICATE IN EDUCATIONAL
MENTORSHIP AND COACHING (CPD-CEMC)

PROGRAMME DESCRIPTION

APRIL 2023

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PROGRAMME DESCRIPTION

1. General Introduction and Purpose of the Programme

The introduction of a Competence-Based Curriculum (CBC) in the Rwandan schools calls for comprehensive change and new thinking on instructional approaches in teaching and learning, focusing on learner centered approach, whereby the teacher is a facilitator. Therefore, teachers need to be equipped with new methodologies in order to increase the quality of their teaching. Improving the quality of teaching is a career long process, it cannot happen in one training. To institutionalize this ongoing process of improving teachers' knowledge, skills and attitudes after initial training, the Rwanda Basic Education Board (REB) has outlined a School-Based Mentorship Program Framework (SBMP). With this framework, REB aims to strengthen the roll out of the CBC and the use of English as medium of instruction. To facilitate the SBMP implementation, under guidance of the (deputy) head teachers, a School-Based Mentor (SBM) has been selected in each public/government aided school (SBMP Framework, 2017-2022).

SBMs primary responsibilities are described as follow:

1. assist teachers in improving their language skills in English;
2. organise professional development activities as needed;
3. support teachers in improving their pedagogy for competence-based teaching and learning;
4. stimulate reflection and facilitate the giving of feedback on the quality of teaching and learning at school.

In order to help SBMs and those who support their work- to clearly understand what is expected of them on a day-to-day basis, REB has developed professional standards (roles) in accordance with the primary responsibilities of SBMs:

- School-Based Mentor as a Coach in English
- School-Based Mentor as an Expert in teaching and learning
- School-Based Mentor as a Guide and an Organizer of Continuous Professional Development (CPD) for teachers
- School-Based Mentor as a Promotor of reflective practice at school

To equip SBMs and other stakeholders with competences that enable them to fulfill their responsibilities, REB, UR-CE and VVOB have been implementing the CPD Certificate in Educational Mentorship and Coaching since 2017. This programme has two main goal:

The first goal is to provide SBMs with competences needed for guiding and organizing CPD for their colleagues (teachers) and for promoting reflective practice in their respective schools in order to advance the CBC implementation.

This goal is in line with policy priority 4 the Teacher Development & Management Policy (TDM-policy, 2015): “Require all teachers to undertake and record Continuous Professional Development, and ensure that an effective system for appraisal, mentoring, support, assessment, and re-licensing for all teachers is put in place to support it”.

Furthermore, according to policy priority 3 of the TDM-policy CPD-activities at school will be need-based and therefore different for New Teachers (NTs) junior, master or senior teachers: *“Introduce a high quality induction year for newly qualified teachers, and other than in exceptional circumstances, require all teachers to be ‘licensed’ following the successful completion of their induction period”*. To ensure this needs-based approach, support programmes for NT mentors (SBMs) are planned. The programme on “Educational Mentorship and Coaching” is one of them. In addition to this programme URCE in partnership with REB is developing syllabi for teachers of English at various levels. This partnership emphasizes on linking more closely pre- and in-service teacher training. NT mentors will provide school-based mentoring (TDM Policy, 2015)“.

The second goal of this programme is to reinforce Sector Education Inspectors (SEIs), District Education Officers (DEOs), and District Directors of Education (DDEs) to enable them to coach head teachers in leading their school according to the five standards of effective school leadership, with an emphasis on CPD for teachers as a significant means for improving quality of teaching and learning. To fulfill those responsibilities headteachers can benefit from a CPD Diploma Course on Effective School leadership organized by UR-CE. This course is in line with policy priority 5 of the TDM-policy (2015): *“Enhance school leadership quality, training and certification/licencing of school leadership”*.

As described above, the primary beneficiaries of this programme are SBMs, SEIs, DEOs and DDEs. However, every education practitioner willing to develop or reinforce his/her competences on coaching, mentoring and how to conduct CPD activities can enroll for this course. This programme will be offered in a blended mode of delivery as per UR goal to provide at least 50% of the courses in online mode.

2. Learning Outcomes and Competences

Knowledge and Understanding

At the end of the programme, students should be able to demonstrate knowledge and understanding of:

1. Professional teacher development as a continuous process;
2. Common CPD activities (reflection, coaching, mentoring, induction, COP/PLC, etc);
3. Current policies, programmes, and plans related to CPD for teachers and school leaders in Rwanda;
4. Stakeholders involved in CPD for (head) teachers and their roles;
5. Teacher professional development as a continuous process;
6. Importance of teachers motivation;
7. Strategies of building trust;

8. Causes and strategies of dealing with resistance to change;
9. Monitoring and evaluation of continuous professional development activities;
10. Leadership and management structures within a school;
11. Educational leadership styles;
12. Professional standard for effective school leadership;
13. Gender equity in education;
14. Educational policies and plans related to teacher professional development and improvement.

Cognitive/ Intellectual skills / Application of knowledge

At the end of this programme, students should be able to :

15. Explore the importance and challenges of conducting CPD activities;
16. Describe the professional development cycle of teachers;
17. Explain the process of conducting common CPD activities;
18. Assess teachers' professional development needs based on identified data;
19. Plan and conduct effective CPD activities for headteachers/teachers;
20. Reflect on conducted CPD activities;
21. Apply key enablers of and for an effective CoP or PLC;
22. Analyse existing practices in inducting new (head)teachers;
23. Apply appropriate tools for monitoring and evaluating teacher's individual and school CPD plans;
24. Report on CPD-activities to relevant stakeholders;
25. Deal with resistance to change;
26. Identify school improvement needs and set goals;
27. Plan for professional development of self and of others;
28. Implement standards of effective school leadership in Rwanda;
29. Organise and support gender responsive and inclusive CPD activities ;
30. Monitor and report on CPD-activities to relevant stakeholders.

Communication/ ICT/ Numeracy/ Analytic Techniques/ Practical Skills/ Information Literacy

At the end of the programme, students should be able to:

31. Use IT tools and skills to search, write and present data related to CPD activities;
32. Use appropriate data to inform CPD-planning and/or decision making;
33. Analyse effective ways for CPD in education;
34. Initiate and facilitate effective CoP or PLC sessions;
35. Develop strategies to overcome barriers related to the implementation of CPD activities;
36. Communicate in a clear, inclusive and peaceful manner;
37. Access and use appropriate data to inform CPD-planning and/or decision making;
38. Communicate the educational mission, vision, and values in a way that gains stakeholders' understanding and commitment;
39. Build trust among colleagues for effective participation in 'communities of practice' and 'Professional |Learning Communities';
40. Adapt interventions address the school improvement needs;
41. Create an enabling environment for constructive feedback on each other's practices.

General Transferable Skills

Personal, Intellectual, and Professional Autonomy

Having successfully completed this programme, students should be able to:

42. Demonstrate high degree of autonomy in planning CPD activities for teachers and headteachers;
43. Demonstrate high degree of autonomy in planning CPD activities for teachers and headteachers;
44. Show full responsibility in implementing CPD activities for teachers and headteachers;
45. Demonstrate belief and commitment to work independently as well as with others for school improvement;
46. Collaborate with colleagues and other stakeholders in improving their schools;
47. Demonstrate empathy for the well-being of teachers;
48. Reflect on own practice for better professional practice;
49. Learn and share experiences with colleagues;
50. Manage learning diversity.

Employability and career development

Having successfully completed this programme, students should be able to:

51. Progress within the education career;
52. Reflect on one's professional practice for continuous improvement;
53. Build a positive global mindset in education profession;
54. Promote a sense of responsibility within and beyond own working environment;
55. Work in a culturally diverse environment;
56. Progress within the education career;
57. Plan for continuous improvement of professional practice;
58. Develop a global mindset in education profession.

Global citizenship

Having successfully completed this programme, students should be able to:

59. Create a culture of ongoing reflection, learning and improvement;
60. Build trust among colleagues for effective participation in "communities of practice";
61. Adapt interventions to meet personal and professional development needs;
62. Create an enabling environment for constructive feedback on each other's practices;
63. Learn from practices in other educational systems and settings;
64. Work in a culturally diverse environment.

Lifelong learning

Having successfully completed this programme, students should be able to:

65. Develop a culture of self – assessment and reflection;
66. Have a growth mindset and enjoy continuous learning;
67. Create a school culture of continuous professional development;
68. Develop growth mindset and enjoy continuous learning;
69. Create an atmosphere of curiosity to learn from other's good practices.

Collaboration, Teamwork and Leadership

Having successfully completed this programme, students should be able to:

70. Collaborate with colleagues to organize professional continuous development activities;
71. Establish a network of communities of practice and positive relationships among school leaders and teachers;

72. Inspire NTs and other teachers in pursuing new effective pedagogies/ teaching;
73. Help teachers to find appropriate solutions to professional development of headteachers and teachers;
74. Establish and sustain communities of practice/ professional learning communities;
75. Promote positive relationships among school leaders and teachers;
76. Manage conflicts that may arise among community of practice/ professional learning community members;
77. Organize debates on issues related professional development of teachers and headteachers.

Research, Creativity and Innovation, Scholarship and Enquiry

Having successfully completed this programme, students should be able to:

78. Organize debates on issues related professional development of teachers and headteachers;
79. Lead innovation and change within the community of practice and professional learning communities;
80. Engage actively self and others in use of data to improve professional practice;
81. Develop an inquisitive mind in exploring educational issues;
82. Lead innovation and change within communities of practice/ professional learning communities;
83. Engage actively self and others in action research to improve professional practice;
84. Develop an inquisitive mind in exploring and addressing educational issues.

Ethical, Social and Professional Understanding

Having successfully completed this programme, students should be able to:

85. Show academic integrity in writing assignments;
86. Uphold to professional ethical values and moral principles;
87. Model appropriate behaviors in planning, conducting, monitoring, evaluating and reporting CPD activities;
88. Uphold ethical and moral standards related to education profession;
89. Build a common vision on teaching and learning among school leaders and teachers;
90. Act as a role model.

Financial literacy

Having successfully completed this programme, students should be able to:

91. Take decisions and actions with due consideration of their financial implications;
92. Choose cost effective resources to meet personal and school goals;
93. Choose and use cost effective resources for professional learning of self, headteachers and teachers;
94. Utilize financial resources with respect to value for money;
95. Choose resources to meet personal and school financial goals.

3. Programme Structure

The programme is composed of two modules, each module has 10 credits. The programme is blended and will follow the flipped classroom approach i.e students will learn knowledge and understanding content online and meet face to face to practice skills. The figure 1 below illustrates how the blended programme is structured:

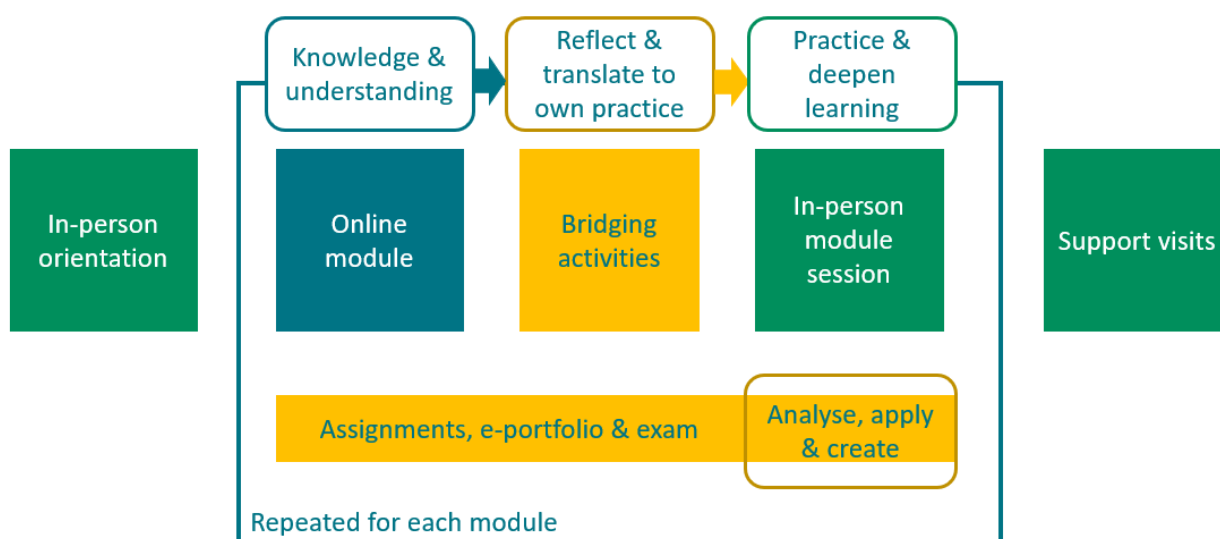


Figure 1: Structure of the flipped classroom approach for the blended CPD

The CPD CEMC has two modules as illustrated by the table below:

Module code	Module title	Credit
MCC 1141	Coaching and Mentoring for Professional Development of Teachers and Headteachers	10
MCC 1142	Leading and Managing for Professional Development of Teachers and Headteachers	10

4. Assessment Structure

The assessment of CPD - EMC General consists of continuous assessment (60%) and summative assessment (40%). A minimum score of 60% on each module is a requirement to be awarded the CPD Certificate.

A. Continuous Assessment

This is about assessing progress of trainees' learning throughout the programme. It includes four components:

1. Assignments, two per module (20%)
2. Online learning activities (10%)
 - a. Quizzes (5%)
 - b. Two quality forum discussions per module (5%). Forum posts that will be graded will be clearly indicated.
3. Portfolio of evidence (20%)
4. Evaluation visit (application of skills learnt during the trainings) (10%)

1. Assignments

The **assignments** will focus on helping you to apply the course content and demonstrate the competences that the programme aims to develop. For every assignment, you will receive detailed information on what is required and how the assignment will be evaluated.

Submission of assignments is compulsory. This will be done online via Moodle platform. You will receive feedback and marks for your assignment before or during the next session. The feedback will help you know what you did well and what you still need to improve to achieve the learning outcomes.

2. Online learning activities

School based mentors, Sector Inspectors of Education and Districts Directors of Education and District Education Officers are required to **engage in online learning activities** in between the sessions throughout the programme. These activities can include among others, bridging activities, readings, posting ideas on the discussion forum and participating in quizzes. Engagement in these activities is an integral part of the programme and therefore compulsory. Completing the activities, especially the quizzes and the forum discussion activities will count for 10% of the assessment score per module.

3. Portfolio of evidence

Throughout the programme, you will put together a **portfolio of evidence**. Your portfolio is your way to collect evidence systematically with support from your facilitators. As a trainee in this CPD Programme, you will need to demonstrate, through the presentation of evidence, that you can meet the requirements of the programme that you are undertaking. To do this you need to organise your evidence into what is known as a portfolio. Secondly, the portfolio provides you with an opportunity for reflection on own progress. This portfolio should contain all documents and outputs that you create during the programme that show evidence of improvements in your practice as a result of what you learn during the course, including:

- 4 assignments
- Induction plan, if applicable
- At least 2 additional reports of CoP sessions: session 2 & 3
- At least 2 additional reports of coaching conversations
- At least 1 report of lesson observation

4. Coaching and Evaluation Visits

Two visits will be conducted per trainee. The first visit will be halfway the course and it will aim at coaching and supporting SBMs, SEIs, DDE/ DEOs in implementing the lessons learnt in their daily teaching and learning activities at the school, sector or district level. It is also an opportunity to ask questions, share challenges and show changes made in the school/sector/district as a result of participation in the programme and receive constructive feedback from facilitators. The second visit will be organized after the second module to evaluate the application of the skills acquired and changes made at the school, sector, district as a result of participating in the CPD programme and the support given by facilitators during the coaching visit.

B. Summative Assessment

Summative assessment counts for 40% of the total score. There will be a two-hour examination paper per module. The examination for each module is organized at the end of the module. Only trainees who meet the following requirements will be allowed to sit for the final exam:

- Being registered
- Having completed at least 80% attendance for the module in the online sessions (completion of online activities).
- Having completed at least 80% attendance for the module in face-to-face sessions.
- Having submitted all assignments of the module.

A special exam is organized for trainees who fail to sit for the final examination for a valid reason. Supporting documents will need to be provided by the trainee to the Programme leader in order to be granted permission to take part in the special exam. The special exam may take place outside your usual training centre.

Rules and regulations related to the assessment are stipulated in the **“Rules and regulations for Continuous Professional Development programmes in Education”** approved by the University of Rwanda-College of Education (UR-CE) Academic Council on 9th July 2021.

5. Competency – Based Nature of the Programme Assessment

Assessment for this Programme is competency-based. This means that assignments will assess whether trainees possess the competences (knowledge, skills and attitudes) that are intended by the programme. Under a competence, we understand the ability to implement some skills and knowledge in practice. Required competences are laid out in the learning outcomes per module and unit. Assignments have been designed in such a way that they require trainees to try out what they have learned during the programme in their schools/sector/district, involving stakeholders and reflecting on it, closely following the WHAT model.

6. Graduation Requirements

The trainee must score a minimum of 60% per module, to be awarded the Continuous Professional Development Certificate in Educational Mentorship and Coaching.

7. Appendices

Appendix 1: Assessment Rubric for Assignments

Criteria	Weight	Insufficient (0-5)	Sufficient (5-8)	Excellent (8-10)
Relevance	1	The candidate does not answer the questions as set out in the assignment.	The candidate does address the questions in the assignment to some extent, but some elements are missing.	The candidate does capture well what was asked in the assignment.
Reflective practice and involvement	1	The candidate does not show evidence of reflective practice about his/her role as a school leader and involving others within or outside the school in the assignment.	The candidate shows some evidence of reflective practice about his/her role as a school leader and has involved some people within or outside the school in the assignment. There are clear areas for improvement in reflective practice and/ or involvement.	The candidate has clearly and deeply reflected about his/her role as a school leader in relation to the assignment and has involved others within and/or outside the school as requested by the assignment.
Language (grammar, spelling, coherence)	0.4	Presentation of the assignment is unclear, with numerous spelling and grammatical mistakes and lacking coherence. This makes it hard to understand the line of thought of the candidate.	The assignment contains spelling and grammatical mistakes and inaccuracies and coherence can be improved, but the line of thought of the candidate can be understood.	The assignment is well structured, has a good flow or coherence and contains only minor mistakes in grammar and spelling. It is easy to follow the candidate's reasoning.

Respecting deadline and requirements	0.1	The assignment was not handed in or after the set deadline without acceptable justification. Requirement (font, line spacing etc.) are not respected.	The assignment was handed in after the set deadline, but acceptable reasons were provided. Some requirements were not fully respected.	The assignment was handed in on time and set requirements were respected.
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Appendix 2: Assignment Marking Report Template

Candidate Name:.....

Group:.....

Criteria	Weight	Allocated marks (0-10)	Weighted
Relevance	1		
Reflective practice and Involvement	1		
Presentation (grammar, spelling, coherence)	0.4		
Respecting deadline and requirements	0.1		
Total		/25

General Feedback for the candidate:

<p>Positive:</p> <ul style="list-style-type: none"> • • • <p>Areas of improvements:</p> <ul style="list-style-type: none"> • • •
--

Assessor's name:.....

Date:.....

Appendix 3: Assessment Rubric for Portfolio of Evidence

Criteria	Weight	Unsatisfactory	Satisfactory	Excellent
Sufficient	0.25	Less than four (4) applicable compulsory and some or no optional evidences are available	At least four (4) applicable compulsory and some optional evidences are available	All applicable compulsory and some optional evidences are available
Authenticity	0.5	Less than (4) applicable compulsory and some optional evidences reflect the life of the school (examples provided, signatures, stamp, etc.)	At least four (4) applicable compulsory and some optional evidences reflect the life of the school (examples provided, signatures, stamp, etc.)	All applicable compulsory and some optional evidences reflect the life of the school (examples provided, signatures, stamp, etc.)
Relevance	0.75	Less than four (4) evidences are connected to the achievement of major learning outcomes	At least four (4) evidences are connected to the achievement of major learning outcomes	All evidences are connected to the achievement of major learning outcomes
Involvement	0.5	Less than three (3) evidences provided demonstrate involvement of stakeholders leading to improvement in leadership practices.	At least three (3) evidences provided demonstrate involvement of stakeholders leading to improvement in leadership practices.	More than four (4) evidences provided demonstrate involvement of stakeholders leading to improvement in leadership practices.

Presentation (Coherence)	0.25	Presentation of evidences in the portfolio poorly coherent to be easily understood	Presentation of evidences in the portfolio is moderately coherent to be easily understood	Presentation of evidences in the portfolio is coherent to be easily understood
Respecting requirements	0.25	Portfolio was not submitted on time without acceptable reasons and evidences filed in folder or not	Portfolio was not submitted on time but with acceptable reasons and evidences filed in folder	Portfolio was submitted on time and evidences filed in folder

Appendix 4: Portfolio Marking Report

Candidate name:.....

Group:.....

Criteria	Weight	Allocated marks (0-10)	Weighted
Sufficiency	0.25		
Authenticity	0.5		
Relevancy	0.75		
Involvement	0.5		
Presentation (coherence)	0.25		
Respecting requirements	0.25		
Total		/25

General feedback for candidate:

Positive:

-
-
-

Areas of improvements:

-
-
-

Assessor's name:.....

Date:.....

Appendix 5: Assessment Rubric for Forum Contributions

Criteria	Unsatisfactory (1)	Partially satisfactory (2)	Satisfactory (3)	Excellent (4)
Description: Relevance & Reflection	No contribution or the reply contains irrelevant information to the discussion	<p>The reply repeats what has been posted before.</p> <p>The reply does not refer to what other people already posted nor invites further interactions, for example by asking questions.</p>	<p>The reply responds well to the question, but without any exceptional elements.</p> <p>The reply does contain some references to previous ideas or does invite some further interactions, but there is clear room for further improvement.</p>	<p>The reply includes a highly original idea, interesting argument, or experience relevant to the discussion.</p> <p>The reply builds on what previous participants have posted, taking their arguments further, or giving interesting counterarguments.</p> <p>The reply also invites other participants to react, for example by asking questions or inviting alternative viewpoints.</p>

*In Moodle this is called a rating scale, hence the adjusted scores. The correct weighting will be applied in the Moodle gradebook. The rating scale is applied for Part 1 of the forum instruction.



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