



Continuous Professional Development Diploma in Effective School Leadership (CPD-DESL)

Programme description

April 2023

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CONTINUOUS PROFESSIONAL DEVELOPMENT DIPLOMA IN EFFECTIVE
SCHOOL LEADERSHIP (CPD-DESL)

PROGRAMME DESCRIPTION

APRIL 2023

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PROGRAMME DESCRIPTION

1. General introduction and purpose of the programme

Research on school leadership indicates that changes in school improvement and school effectiveness are a result of effective leadership, thus creating effective schools. Rwanda's education sector has undergone several changes over the past decade. Therefore, leadership is needed especially in times of rapid change. These changes necessitate competent school leaders who can chart a course for those they support, make sense of an unpredictable environment and provide a vision for how to harness change to improve the quality of education. They can only do that if they are reflective about their own responses to change, their ability to lead others and if they possess necessary leadership skills but more importantly if they base all these on data from the institutions under their responsibility. Educational leader's values, reflective strategies and leadership practices shape the internal processes and pedagogies that result in improved learner's achievement and well-being.

The program aims at equipping educational leaders with leadership competences that can contribute to school improvement and learners' outcomes. Educational leaders will be given opportunity to explore their roles in setting strategic direction for the school, leading teaching and learning, managing the school as a learning organization and how to involve parents and the school wider community in school leadership.

2. Learning outcomes and competences

Knowledge and Understanding

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

- i. School vision, mission, values and school improvement plan;
- ii. Adequate strategies for supporting learners;
- iii. Adequate strategies for supporting teachers;
- iv. Effective strategies of managing the school as an organization;
- v. Strategies of involving parents and wider community in school leadership;
- vi. Equity, gender and inclusiveness in school leadership.

Cognitive/ Intellectual skills / Application of knowledge

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

- vii. Set school vision, mission and values;
- viii. Develop an effective School Improvement Plan
- ix. Effectively manage a school as an organization;
- x. Devise strategies to involve school stakeholders;
- xi. Effectively support learners and teachers.

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

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

- xii. Communicate the vision, mission and values in a way that gains stakeholders' understanding and commitment;
- xiii. Use data to identify learners learning needs;
- xiv. Adjust school strategies to improve learner's achievement;
- xv. Engage all community stakeholders in a shared responsibility for student and school success;
- xvi. Reflect gender responsiveness and inclusiveness;
- xvii. Establish strategies to use ICT in school activities.

General Transferable Skills

Personal, Intellectual, and Professional Autonomy

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

- xviii. Demonstrate gender responsiveness in school leadership;
- xix. Make decision based on the school context;
- xx. Act as role model;
- xxi. Show commitment in involving parents/ community in teaching;
- xxii. Take the lead and encourage others to manage students learning.

Employability and career development

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

- xxiii. Demonstrate outstanding level of job commitment and result oriented;
- xxiv. Aspire for advancement of school leadership career.

Global citizenship

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

- xxv. Demonstrate high ability to apply school leadership skills locally, regionally and internationally;
- xxvi. Work in a diverse and multicultural community;
- xxvii. Demonstrate leadership and responsibility with regard to the global environment sustainability;
- xxviii. Conceptualize emerging issues and trends in school leadership.

Lifelong learning

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

- xxix. Engage in continuous professional development in school leadership;
- xxx. Create mechanisms to engage teachers and learners in continuous, collaborative and individual learning;
- xxxi. Transforming the school into a learning organization.

Collaboration, Teamwork and Leadership

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

- xxxii. Mentor and support newly qualified teachers;
- xxxiii. Create the communities of practice among teachers;
- xxxiv. Share best practices with other schools;
- xxxv. Promote teamwork spirit;
- xxxvi. Engage all community stakeholders in a shared responsibility for students and school success.

Research, Creativity and Innovation, Scholarship and Enquiry

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

- xxxvii. Resource about tips for school improvement and students learning;
- xxxviii. Create a culture of evidence – based decision making;
- xxxix. Explore new active teaching and learning techniques;
 - xl. Encourage teachers and students to conduct research;
 - xli. Encourage teachers and learners to develop self – learning culture.

Ethical, Social and Professional Understanding

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

- xlii. Instill professional conduct with the school context;
- xliii. Ensure individuals' rights are protected;
- xliv. Maintain good human relations;
- xlv. Transform the school into a child friendly school;
- xlvi. Act and inspire the school community to perform duties ethically.

Financial literacy

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

- xlvii. Initiate income generated project;
- xlviii. Mobilize extra resources to enhance students' learning;
- xliv. Utilize decision making and simple accounting processes to protect financial health;
 - I. Choose resources to meet personal and school financial goals.

3. Programme structure

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

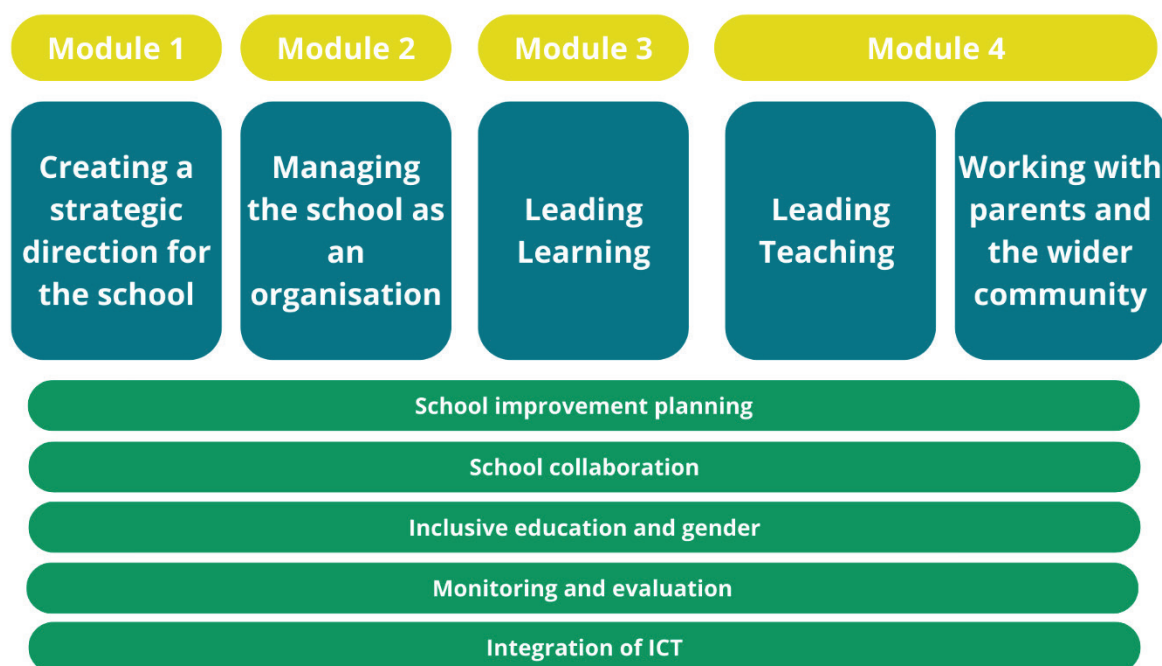


Figure 1: The CPD-DESL programme structure

Module code	Module title	Credit
CPL 1141	Creating the Strategic Direction of the School	10
CPL 1142	Managing the School as an Organization	10
CPL 1243	Leading Learning	10
CPL 1244	Leading Teaching and Working with Parents and the Wider Community	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 Diploma.

A. Continuous Assessment (60%)

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. End of module quiz (5%)
 - b. End of module forum post (5%)
3. Portfolio of evidence (20%)
4. Evaluation visit (application of skills learnt during the CPD course) (10%)

1. Assignments

The **assignments** relate the programme content to school leadership practice. They help school leaders to demonstrate the competences that the programme aims to develop. For example, some assignments require school leaders to work on School Improvement Plan (SIP) in collaboration with SIP team members. Other assignments are about reflecting individually or with others on what some concepts described in the programme mean for the school leader in practice at school. Other assignments require organization of activities with the stakeholders in the school. Every assignment includes detailed information on what is required and how the assignment will be evaluated. Most assignments are individual but in some cases the head teacher and the deputy head teacher from the same school may be allowed to submit one common assignment. Submission of assignments is compulsory and will be done online via Moodle platform. Facilitators provide feedback and marks for each assignment. The feedback will help trainees to know what they did well and what they still need to improve to achieve the learning outcomes.

2. Online learning activities

School leaders 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 taking part 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 school leaders will compile a **portfolio of evidence**. The purpose of the portfolio is to document systematically all evidence of changes in their practice as a result of participating in the programme. Secondly, the portfolio provides an opportunity for reflection on individual progress.

This portfolio should contain all documents and outputs created per module that show evidence of improvements in school leadership practice as a result of participating in the programme. Compulsory documents to be included in the portfolio per module will be in line with learning outcomes of the module.

4. Coaching and Evaluation Visits

Two visits will be conducted per trainee. The first visit will be organized after the first two modules and the second one towards the end of the Programme. The purpose of the first visit is to discuss and evaluate the implementation of the competences acquired in the first two modules (such as the school improvement planning). It is also an opportunity to ask questions, share challenges and show the changes made in the school as a result of participation in the Programme and receive constructive feedback from facilitators. The second visit will have a similar purpose of supporting and evaluating the trainee, including whether the trainee has incorporated suggestion from the first field visit.

B. Summative Assessment (40%)

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 modules;

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 acquired competences (knowledge, skills and attitudes) 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 involving stakeholders and reflecting on it, closely following Kolb's experiential learning cycle.

School Improvement Planning is a key priority for REB. School leaders are required to create quality School Improvement Plans (SIP) as a result of participating in the Programme. School improvement planning involves collecting, analysing and interpreting students performance and school performance data for the purpose of improving learning outcomes.

The templates to be used for strategic and annual school improvement plans are available on REB website and a digital SIP is also available.

6. Graduation requirements

The trainee must score a minimum of 60% per module, to be awarded the Continuous Professional Development Diploma in Effective School Leadership (CPD – DESL)

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.

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:

Positive:

-
-
-

Areas of improvements:

-
-
-

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	The reply repeats what has been posted before. The reply does not refer to what other people already posted nor invites further interactions, for example by asking questions.	The reply responds well to the question, but without any exceptional elements. The reply does contain some references to previous ideas or does invite some further interactions, but there is clear room for further improvement.	The reply includes a highly original idea, interesting argument, or experience relevant to the discussion. The reply builds on what previous participants have posted, taking their arguments further, or giving interesting counterarguments. The reply also invites other participants to react, for example by asking questions or inviting alternative viewpoints.

*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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