



UCL Institute of Education

International Professional Certificate for School Leadership - IPCSL

**A leadership programme to improve schools by developing
leaders and aspiring leaders**

Information for organisations

International Professional Certificate for School Leadership (IPCSL)

IPCSL is delivered world-wide and provides international recognition for leadership development and professional achievement. The programme has grown from the successful National Professional Qualifications for School Leadership in England and is contextualised to ensure it is relevant for different education systems. The programme is usually delivered in partnership with host organisations such as Ministries of Education, NGOs, School Trusts and other groups of schools. This is a non - credit bearing programme; all participants receive a UCL Institute of Education (IOE) certificate of programme completion.

Who is the provider?

IPCSL has been developed by the IOE which is the world's leading school for education and social science. Founded in 1902, it is today unique amongst faculties of education in its scale and in the depth and breadth of its expertise. In the [2019 QS rankings, the IOE was placed first in the world for education for the sixth year running](#), ahead of Harvard, Stanford and Melbourne. The programme will be delivered by staff who are highly experienced in leadership and education and are skilled in engaging presentation and facilitation that delivers impact for the participant and their setting.

Who is the programme for?

The IOE's international school leadership programmes are designed to give organisations a flexible approach to developing school leadership. IPCSL requires a host organisation who will work with the IOE to customise the programme to ensure that it is relevant to national education policy and contributes to the strategic priorities of the host organisation.

IPCSL will support school leaders to develop the skills, knowledge, understanding and confidence they will need in order to be a highly effective senior leader within the context of a specific ministry of education, NGO, school group or trust. IPCSL is most suitable for senior school leaders with cross-school responsibilities, for example: a newly appointed school principal, a vice-principal, a curriculum head or other senior staff. It is also suitable for staff identified as having the potential to become senior leaders in the near future.

What is the structure of the programme?

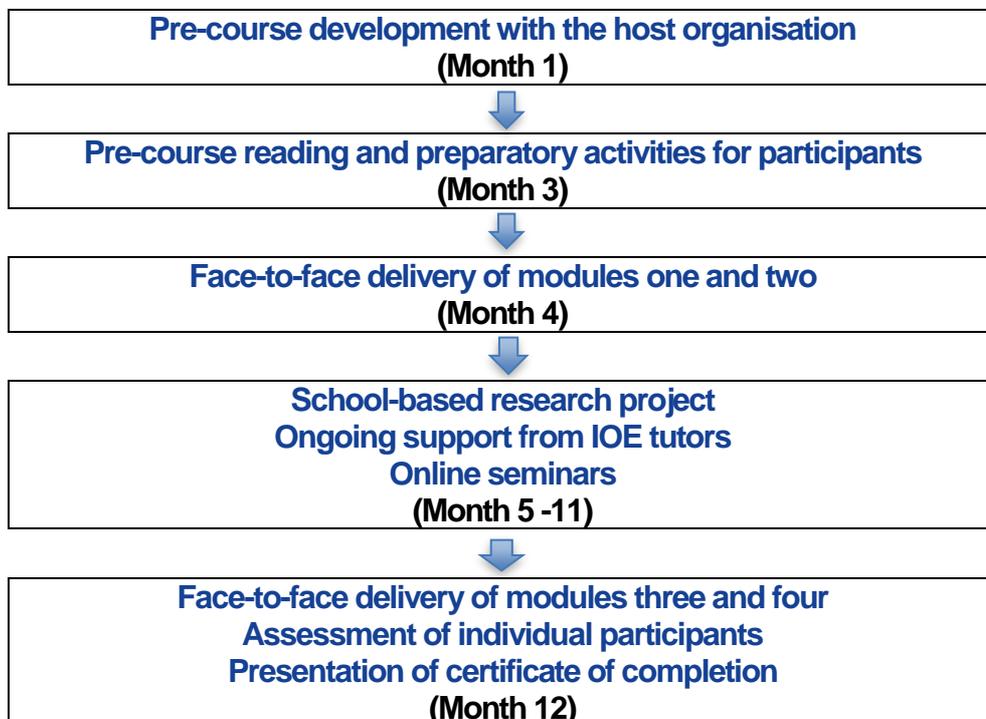
The programme will be different in each place of delivery as it will be customised to meet different contexts. However, there is a core structure. The core programme requires:

- completion of four modules
- an in-school, research-based project
- attendance at online sessions and
- final assessment.

Delivery includes two intensive workshops of five days duration separated by around four to six months. Each day includes 6 hours of module delivery using a variety of approaches including lectures and activity based adult learning.

Each workshop will be facilitated by two highly experienced members of IOE faculty and supported by local experts.

The programme also requires attendance at online activities including monthly web based seminars. Programme delivery is normally in English. However, it may be possible to deliver the programme through translation and for materials to be provided in other languages. Each programme will last for between 9 and 12 months and contain the key elements below:



How is IPCSL customised to meet different contexts across the world?

The IOE will work with the host organisation to review their strategic priorities for school leadership development and will discuss a number of ways in which the programme will be developed to meet unique needs. This will include:

- an assessment of existing school leadership standards and competencies in the country or organisation which will be compared to the latest international research
- choice of language of delivery
- choice of target group of participants
- programme design including tailoring of modules to meet contextual needs and agreeing the content of the web based seminars
- the exact number of participants (usually between 30-60)
- logistical arrangements.

What are the modules?

The IPCSL has a modular structure. Each module has a core based on best practice and international research but will be tailored to meet local needs and linked to existing school leadership standards or frameworks where they are available. All participants will be required to study the same four modules.

Modules

- Succeeding in Senior Leadership
- Improving the Quality of Teaching
- Leading and managing people, resources, change and improvement
- Improving the school through evaluation and staff development.

Each module provides opportunities to access up to 50 hours of blended learning. Blended learning consists of:

- essential reading
- analysis of individual leadership style and objectives providing the foundations for targeted leadership development in individual schools
- facilitated face-to-face learning involving lecture, activity, role play, problem-solving, case study and discussion

- online learning including access to online networks, research publications, practical resources and activities
- workplace learning including projects and action research.

How will participants be assessed?

This is a professional development programme. Successful participants will be awarded a certificate of completion. There is no academic credit for completion of the programme.

The final assessment will be based on a strategic leadership project undertaken within the participant's own school. The project should be based on the learning from the programme and will require a brief report to be submitted as well as a presentation during the final part of the programme.

During the final assessment participants need to demonstrate that they are able to deliver successful and sustainable school improvement within their school and demonstrate how the programme has contributed to improvement of their own leadership skills. The assessment is in English, or where agreed, in other languages.

What is the workload?

Those committing to the programme will have additions to their workload. However, this will be within reasonable limits. Participants will need to attend all modules to be successful and also undertake the leadership school-based project and participate in any online discussions. They will also be required to complete some additional reading. The school-based project should not be about additional work but about development of leadership through required school improvement work which will be of immediate benefit to the school. Planning and reflection is central to the success of leaders.

What are the costs?

Typical programme fees for 2018-19 are approximately £3,000 per participant based on a cohort size of 30 and including final assessment. Actual fees depend on the delivery model and world-wide location.

What are the entry criteria?

It is expected that applicants will provide recent examples from their leadership roles, explain how they demonstrate success as a leader, what they feel are the key areas for development, and what they hope to achieve by completing the programme.

Individual application will be assessed against the following criteria:

- the suitability of their existing role
- evidence of leadership experience at an appropriate level
- support of the sponsor i.e. school principal or member of the school board.

Where can IPCSL be delivered?

IPCSL can be delivered in most locations world-wide. The host organisation is responsible for providing the venue and training facilities.

What is UCL's commitment to quality?

UCL has a proven successful track record in school leadership research and delivery of accredited programmes to all levels in the UK and internationally. Its quality assures all of its work. Within the IPCSL feedback from the host organisation is actively sought at all stages. Tutors are chosen for their particular experience and skills relevant to each programme and their work is monitored regularly by UCL.

What are the relative responsibilities of IOE and the host organisation?

Host organisation	IOE
Initial discussions about the programme delivery, timing, participants and venues.	
Agreement on the specific programme design, participants, language of delivery	
Selecting participants against criteria	
<ul style="list-style-type: none"> • Providing information to participants, including setting clear expectations for them 	<ul style="list-style-type: none"> • Choice of tutors for the programme
<ul style="list-style-type: none"> • Providing training venue, equipment and refreshments 	<ul style="list-style-type: none"> • Modifying content and methods to meet host organisation's needs
<ul style="list-style-type: none"> • Providing accommodation and local travel for the tutors 	<ul style="list-style-type: none"> • Arranging travel to the local airport and to and from the UK
<ul style="list-style-type: none"> • Providing translation if required 	<ul style="list-style-type: none"> • Delivering training
<ul style="list-style-type: none"> • Providing local experts to support UCL facilitators 	<ul style="list-style-type: none"> • Supporting participants in their leadership project
<ul style="list-style-type: none"> • Making arrangements for participants to attend web-based seminars 	<ul style="list-style-type: none"> • Leading web-based seminars sessions
<ul style="list-style-type: none"> • Ensuring that participants undertake project work and communicate with tutors according to agreed timescales; arranging for translation of feedback from tutors if required 	<ul style="list-style-type: none"> • Providing tutor written feedback to participants in their project work on at least two occasions
<ul style="list-style-type: none"> • Providing timely feedback and raising issues 	<ul style="list-style-type: none"> • Responding to issues
Provision and presentation of certificates to successful participants	
<ul style="list-style-type: none"> • Prompt payment of fees 	<ul style="list-style-type: none"> • Provision of invoices and receipts
<ul style="list-style-type: none"> • Consider impact analysis 	<ul style="list-style-type: none"> • Quality assurance of the programme

Module 1: Succeeding in Senior Leadership

Purpose

This module will consider the significance of leadership across the school and explore motivations and behaviours that leaders bring to their role, including values and beliefs. Participants will look at how they apply their leadership in the workplace to address school improvement priorities. Using research findings, diagnostic tools and examples from practice, leaders will increase their understanding of their own leadership so they can build on their strengths and address development areas.

Participants will be taught how to reflect on and assess their own leadership and consider and act on feedback from others. They will be able to relate this feedback to research evidence and wider theoretical contexts. Using research evidence and models of practice from different contexts (educational, business and commerce, for example), participants will look at ways to introduce or adapt key findings and approaches in their school.

What leaders will know on successful completion:

- principles and practice of leadership in different contexts and professions, particularly in relation to senior leadership
- characteristics of highly effective leadership and the importance of emotional intelligence
- how to work with others and how others see their practice
- how adults learn and use of diagnostic tools
- knowledge of their own leadership, including strengths and areas for development
- strategies for effective professional development
- how to create and sustain a positive working culture
- the value of working with stakeholders.

What leaders will be able to do on successful completion:

- develop and implement their own leadership learning plan
- build the resilience and personal resources needed for effective leadership
- build confidence and self-assurance based on a realistic understanding of their abilities and strengths
- develop strategies for reflection, self-awareness and a focus on personal improvement
- improve their leadership effectiveness and strategies for learning in order to address school priorities more effectively
- model effective leadership, seeking and acting on feedback
- work with others effectively.

Module 2: Improving the Quality of Teaching and Learning

Purpose

In this module participants will review the international research evidence about leading and improving teaching. The module will look at how to improve teaching and learning across the school through the development and implementation of school wide policies, models of teaching and approaches to evaluating pupil progress.

Participants will learn how to identify outstanding teaching, develop strategies to sustain and improve teaching and work with staff to develop their practice. Consideration will be given to working with other leaders to achieve these outcomes. The module will look at strategies to evaluate practice and how to support and challenge team leaders to improve their leadership of teaching and learning. The module considers how senior leaders work directly with teachers to improve and sustain performance.

What leaders will know on successful completion:

- effective pedagogy, including the achievement of outstanding teaching and learning and pupil progress
- international research and evidence on leading teaching and learning
- lesson observation and strategies for improving performance
- whole-school data analysis
- inspection frameworks and their relationship with teaching and learning
- how to support and challenge others to make improvements
- classroom management to achieve high-quality teaching and positive behavior.

What leaders will be able to do on successful completion:

- lead on, and be accountable for, school-wide initiatives to improve teaching and learning
- support and challenge team leaders with responsibility for teaching quality
- work with other school leaders to develop a collective understanding of the characteristics of outstanding teaching and how these can be achieved
- contribute to school's strategic planning by providing an analysis of strengths and weaknesses in teaching and learning and be able to propose improvement actions
- work with team leaders to implement school policy and strategy for lesson observations, performance management and appropriate professional development.

Module 3: Leading and managing people, resources, change and improvement

Purpose

This module focuses on the senior leader's role to lead and manage in order to achieve school improvement. It explores the importance of people in an organisation and how to manage and lead them to get them to commit to ongoing improvement. A number of models of change are described and case studies of change analysed. Participants will review obstacles to change and how best to plan for change. The module will also address the involvement of other key personnel such as Board members, parents and students in planning and implementing change and the effective use of resources.

What leaders will know on successful completion:

- performance cultures that motivate staff and promote school improvement
- effective performance management and appraisal systems and their relationship with professional development and school improvement
- successful resource management practice in schools
- how organizations change to improve
- the characteristics of successful and unsuccessful change programmes
- international evidence relating to effective change, including different ways of approaching change
- leadership and management processes, skills and tools that support change
- professional qualities of effective team leadership in changing situations
- principles and benefits of effective partnerships
- the concept of value for money.

What leaders will be able to do on successful completion:

- implement change that is consistent with the school's improvement priorities
- lead and support team members in implementing change
- articulate the reasons for, and benefits of, particular changes
- inspire, support and influence team members when there is a fear of or reluctance to change
- use research evidence and practical examples to make informed decisions about the direction and pace of change
- work with other leaders to design and implement agreed frameworks for managing consistent performance of staff
- manage existing resources effectively and evaluate the potential of new resources
- establish effective working relationships with parents, governors/school management committees, the wider school community and other schools.

Module 4: Improving the school through evaluation and staff development

Purpose

This module will enable leaders to develop understanding of how well the school is functioning to improve the quality of teaching, learning and outcomes for pupils and how best to develop all staff so that they perform at their best. Participants will learn how to gather, analyze and use evidence to make accurate judgments about a school's strengths and areas for improvement and use this information to inform strategic planning. Participants will examine various methods of staff development, their relative strengths and shortcoming. They will explore the concepts of coaching and professional learning communities and the place of active research in improving school performance. They will learn how to assess the quality of external research and its usefulness and potential application to their contexts.

What leaders will know on successful completion:

- knowledge of whole-school strategic planning, school improvement planning and principles of accountability
- systems and processes for monitoring, reviewing, evaluating and reporting performance across the school
- gathering and analyzing data from across the school
- the role of leaders in supporting and promoting a culture of continuing professional development linked to improvement
- research evidence about adult learning and effective professional development
- collaboration and the creation and development of professional learning communities
- types of research and their use to inform thinking and decision-making.

What leaders will be able to do on successful completion:

- undertake accurate whole-school self-evaluation, engaging staff, governors, parents and pupils, and identify improvement priorities
- develop a strategic plan to address improvement priorities
- present a picture of whole-school self-evaluation to different audiences
- develop others' understanding of, and role in, school self-evaluation
- plan a professional development strategy that leads to school improvement
- create and sustain a culture of inquiry and professional learning, based on research, coaching and positive approaches towards ongoing improvement in school.

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