

**(In association with the Scottish College for Educational Leadership, participants must apply through their Local Authority)**

*Duration:* 12 months

*Aims:* For aspiring leaders in school settings, the programme will provide a framework for leadership development which takes account of the circumstances generated by changes in social and economic conditions, and by government and local authority policies.

Participants will:

- extend their knowledge and understanding of strategic leadership and management theory in the context of the role of a head teacher
- engage in critical reflection on their own practice by analysing critically evidence and arguments to support professional judgements in complex and sometimes ambiguous situations
- enhance their skills and abilities to lead change and initiate improvement through engagement with the whole school community
- frame enquiries into practice to make an informed contribution to current professional debates
- practice and demonstrate competence against current professional standards in leadership and management
- develop an understanding of the place of values and the associated challenges in leading a school community

In addition, the programme modules will:

- show how research generates different perspectives on professional knowledge
- enable participants to gain a deeper understanding of a range of theoretical approaches and how these can be applied to improve professional practice
- facilitate the understanding and evaluation of change solutions in a variety of practical settings.

**All participants will study:**

ED504D Developing as a Strategic Leader (20 credits)

ED554E Leading Strategic Change (40 credits)

Students who successfully complete the two modules to a value of 60 credits points will have fulfilled the requirements for this *Into Headship*, PG certificate course.

*Assessment:* Formative and summative assessment is a feature of both courses. Assessments are designed to arise naturally from course content and learning. Assessment arrangements support the principle that assessment in the *Into Headship* programme is an integral part of the continuing professional learning process of experienced senior professionals. Assessment in both courses is seen as a developmental participant focused activity, enabling individuals to critically reflect on their practice and learning.