

Welcome	1	Procedure for Submission/Non-submission of Online Assignm	2
Mission Statement.....	3	Grade Appeal	5
Vision Statement	3	Violation of Academic Honesty.....	5
Core Values.....	3	PROFESSIONAL CONDUCT AND DRESS	5
PROGRAMME DETAILS	3	Attendance and Punctuality	6
Location	3	Regulations for Withdrawal.....	6
Staff Contact Information	3	Dress	6
Admission Requirements	3	In-class Conduct.....	6
Fees	7		
Award.....	8		
Award Regulations.....	8		
Grading Scheme.....	8		
PROGRAMME DESCRIPTION	9		
Learning Outcomes	9		
PROGRAMME OF STUDY	10		
Credits and Credit Hours	10		
Programme Structure	11		
ENGAGEMENT/LEARNING/STRATEGIES/APPROACHES	16		
Assessment Protocols.....	17		

to sharing in this life-changing experience with you and we assure you that your commitment and time spent engaging in the various components of this programme, will result in inimitable gains for you personally, as well as professionally.

It is our hope that your experiences in the programme will exceed your expectations and that you come to realise your true potential as educational leaders. DEL is designed to develop dynamic educational leaders who possess the various knowledge and skills, attitudes and dispositions that are commensurate with high quality, effective leadership. The programme prepares you for leadership in 21st century education. Rest assured your perspectives about your role as an educational leader will be broadened as you collaborate with colleagues and the various course tutors to co-construct understanding and to make meaning of the many facets of educational leadership.

While the programme highlights the importance of understanding theory and research, the link between theory and practice in the “real world” environment, is of greater significance. We therefore encourage you to be in reflective mode continually, and to seek out opportunities to incorporate what you learn in your daily work. We will also ensure that you are able to make the necessary connections as we engage together. Be ever mindful though, that our engagement requires you to be self-directed. We value your insightfulness and encourage you to recognise that you have endless capacity for growth and transformation.

Please know that we are here to answer your questions and to respond to your individual and collective concerns. It is important that you read and fully acquaint yourself with the contents of this

Barbara A E Farris
Barbara Parris (Mrs)
Principal

are aligned with the educational needs of the public.

Pine Hill St. Michael

Vision Statement

Staff Contact Information

Principal/Course Coordinator: Mrs Barbara Parris

Email: bparris@ettc.edu.bb

Phone: 246-429-3620 /427-4908

Availability: Contact Secretary to arrange for a meeting

Erdiston Teachers' Training College will be a globally recognized institution delivering high quality training that empowers individuals to become innovative educators.

Tutor: Education Administration: Mrs Tracy Carter-Morris

Email: tcarter-morris@ettc.edu.bb

Phone: 246-429-3620 Ext. 264

Availability: Contact to arrange for a meeting

Core Values

Tutor: Research Methods and Evaluation: Mrs Wendy Lowe- F

Email: wlowe-eastmond@ettc.edu.bb

Phone: 246-429-3620 Ext. 264

Availability: Contact to arrange for a meeting

FAIRNESS -We are committed to making judgments that are free from discrimination, bias or injustice.

Tutor: Information Technology: Miss Jan Holligan

Email: jholligan@ettc.edu.bb

Phone: 246-429-3620 Ext. 264

Availability: Contact to arrange for a meeting

INTEGRITY-We will earn the trust of our stakeholders by endeavouring to maintain the highest ethical standards in all our actions.

Secretary: Mrs Felicia Worrell

Email: fworrell@ettc.edu.bb

Phone: 246-429-3620 Ext.222

COMMITMENT- We are passionate and intensely focused on serving and helping our stakeholders achieve their objectives.

CONSISTENCY -We will provide the same level of high quality

Please note that the dates above are subject to revision.

Admission Requirements

As a candidate you should possess:

- a degree from a recognised university
- a teacher training qualification from a recognised teacher training institution
- experience in an administrative/ leadership role in an educational setting is an asset
- the support of the leadership of the educational institution to which you are assigned

Fees

A non-refundable Application Fee of BDS \$30.00 is payable on submission of the application form.

A Registration Fee of BDS \$1000.00 is payable upon acceptance to the programme.

A Pre-Registration Fee of BDS \$100.00 is required by the programme orientation day if the full registration fee is not paid.

Grading Scheme

DISTRIBUTION OF GRADES				
Grade	Grade Point Value	% Range	Graduate Description	
A+	4.3	95 – 100	Outstanding	
A	4.0	80 – 94	Excellent	
A-	3.7	75 – 79	Very good performance	
B+	3.3	70 – 74	Good performance	
B	3.0	65 – 69		
B-	2.7	60 – 64		
FAIL	0	0 - 59	Failed	

You shall be awarded the Diploma on the basis of successful completion of:

- All course assignments (face-to-face and online)

The Postgraduate Diploma in Educational Leadership (DEL) is designed for practicing educators who are interested in enhancing their leadership capabilities within a professional setting. It is intended to provide aspiring and current educational leaders with an understanding of recent developments in theory, research and practice in educational leadership. This programme will therefore endow you with knowledge and skills that are essential for the exercise of effective leadership in educational organisations.

Two primary foci of the programme are: the enhancement of personal leadership skills and attitudes necessary for improved human relations in educational institutions; and the emphasis on supporting practice-based inquiry through which theories may be applied in the day to day operations of educational institutions.

Learning Outcomes

On completion of the programme, you will:

- Exhibit new leadership skills, attitudes and dispositions
- Understand and be able to address contemporary issues in education
- Shape and guide a vision for the institution through the achievement of mission, objectives and goals

- Utilize technology to enhance pedagogy, community decision-making processes
- Participate in, and utilize research in the institution to promote learning
- Build human capacity and nurture leadership capabilities of individuals
- Lead learning and assessment practices

Provide leadership for school-family-community engagement

PROGRAMME OF STUDY

Credits and Credit Hours

The programme comprises six (6) courses each with a value of fifteen (15) points, a Summer Institute which is worth one (1) credit, Continuing Education Unit (CEU), and the Administrators' Clinical Internship which carries thirty (30) credit points. The programme consists of (36) hours of face to face engagement (12 sessions) are required for each course and for completion of the Summer Institute. Participants are expected to utilise one hundred and eighty (180) hours of engagement over a course of twelve (12) weeks engaging in practical, administrative and research activity during the Administrators' Clinical Internship.

assignments.

engaging in reflective practice, employing emotional intelligence

Programme Structure

DEL 102- Contemporary Issues in Educational Leadership

Listed below are the components of the Postgraduate Diploma in Educational Leadership programme:

Key Questions: 1) What are the pertinent socio-cultural, economic and temporal issues which impact schools on a daily basis?

DEL101 Qualities and Skills of Effective School Leaders (15 credits)

2) What can intentionally be done to address these issues as I education?

DEL102 Contemporary Issues in Educational Leadership (15 credits)

DEL103 Technology Leadership for Educational Leaders (15 credits)

The quality of educational offerings in existing schools is impacted upon by a number of current and emerging issues which may present challenges to leadership. Educational leaders pay great attention to these issues and should be able to anticipate and lead appropriate responses, so that school quality is improved and learning outcomes for students is maximized. The course is designed to bring contemporary issues and trends in education which are of a socio-cultural, economic and temporal nature and to increase your ability as educational leaders to address these for the effectiveness of educational institutions.

DEL104 Leading Inquiry and Research Practices in Schools (15 credits)

DEL105 School Organisational Leadership (15 credits)

DEL106 Leadership and Supervision for Teaching and Learning (15 credits)

DEL107 Educational Leadership Summer Institute (non-credit CEU)

DEL108 Administrators' Clinical Internship (30 credits)

Component Descriptions

DEL103-Technology Leadership for Educational Leaders

DEL101- Qualities and Skills of Effective Leaders

Key Question: What are the qualities and skills I should possess/develop to be an effective school leader?

Key Question: How can I integrate technology to support academic and pedagogical practices?

Quality leadership is identified as one of the most significant factors that correlates of the effective school. It is underpinned by a sense of moral purpose, ethics and values which enable school leaders to exercise specific leadership skills. This course will focus on technology pedagogy, and emphasise the necessary skills that you will need as a instructional leader. It caters to educators in leadership positions.

help teachers to design more interesting and engaging lessons for digital learners? How can I get the students to be as involved in class activities as they are on social media? Why are the teachers not using the technology at the school? Are our ICT resources adequate for the school's purposes?

How can I use the technology to get more parent/ teacher/ community involvement in school activities? How can I use technology to create an effective information system to assist in day-to-day school management? These concerns will be addressed via collaborative online discussions and hands-on practice using productivity and Web 2.0 tools.

DEL104- Leading Inquiry and Research Practice in the School

Key Question: How can I promote and conduct collaborative inquiry to improve teaching and learning?

Educational institutions must be proactive and willing to change to remain relevant in a dynamic and fluid, global environment. The school leaders must be equipped with the skills to use research to lead institutions. The main focus will be on how to conduct and use research within the school to improve learning. Action research and other forms of research that would be applicable for educational institutions will be analysed in this course. In this vein, you will develop your understanding of how to read and apply research in your educational context.

DEL105- School Organisational Leadership

Key Question: How can I lead, manage and develop the school organisation towards improvement?

monitored and sustained. The course explores the importance of understanding, leading and transforming school organisation and change that is enduring and sustainable.

DEL106- Leadership and Supervision for Teaching and Learning

Key Question: What critical activities should I be involved in to effectively lead and supervise the teaching and learning process?

As educational leaders, you must be able to promote and support environments that guarantee improved outcomes for students to prepare them for life and work in the 21st century. This course focuses primarily on the development of leadership strands which are pertinent to the leadership and supervision of teaching and learner assessment, and standards for developing and maintaining a personalised learning culture.

Instructional programmes, best practices and professional plans which are highly associated with effective teaching and learning will be under purview. In this course, you will collaborate to share your understandings about how to establish nested professional learning communities. We will learn how through these PLCs, we can support teachers in cooperative work to design, assess, and revise teaching and assessment to improve learner outcomes.

Supervision is also an important element of this course. You will learn that supervision provides opportunities for promoting teaching efficiency and effectiveness. You will build understanding of how to encourage teacher abstract thought and reflection on teaching methods by examining research-based supervisory processes and practices in particular, through the use of coaching and mentoring.

functioning. This Continuing Education Unit will be recorded as a non-credit course of study and will serve as evidence of your commitment to career advancement and the maintenance of professional competence. Attendance and participation are compulsory for this instructional component. During the institute you will engage in:

- Employment Relations Practices
- Education and the Law
- Health, Safety and Well-being in Educational Institutions
- Risk Reduction and Disaster Management in the Educational Setting
- Sustainable Development and Education
- Protocol and Etiquette for Educational Leaders
- Managing Finances in Educational Institutions
- Constructing Timetables
- Written Communication for Educational Leaders
- School Leaders' Interviews

EL108- Administrators' Clinical Internship

Key Question: How can I achieve praxis as an intern in this educational leadership programme and utilise theory to inform my practice?

The Administrators' Clinical Internship is a supervised field experience, designed to afford you the opportunity to apply educational leadership theory to the practice of leading and managing educational institutions. As participants you will plan and engage in practical administrative activity in six (6) key areas of educational leadership.

Your internship will be undertaken with the cooperation of a

- the utilization of a community of learners will be utilised
- the programme. You will be encouraged to be self-
- inquiring as you learn in order to maximize your learning
- Your ability to collaborate with others, to share in meaningful
- and to negotiate consensual understandings of course material
- be highly valued throughout. Individual course tutors value
- your contributions through the use of the following strategies
- Differentiated Learning
- Self-directed Learning
- Brain-based learning (brainstorming; reflective practice)
- prior knowledge)
- Scenarios and Vignettes
- Demonstration and Modelling
- Seminars and Panel discussions
- Simulation and Role play
- Socratic dialogue
- Questioning
- Inquiry-based learning
- Research, Literature/article review
- Cooperative learning and Group presentations
- Peer-tutoring
- Collaborative Meaning Making /Collaborative
- and Team-work
- Case-based learning
- Project-based learning
- Flipped Classroom
- Integrated Technologies
- Computer Supported Collaborative Learning (CSCL)

- In class individual or group presentations
- Portfolios
- Research papers
- Position papers
- Reflective papers
- Short essays
- Responses to online activities
- Quizzes
- Article/literature review
- Case-based analysis
- Collaborative inquiry projects

CODE OF ACADEMIC INTEGRITY

As course participants, you are encouraged to maintain absolute integrity in **ALL** academic undertakings and to adhere to the code of academic integrity established by tutors during the course. The code of academic integrity is grounded in a commitment to honesty with respect to the intellectual efforts of each student and those of other persons. It applies to the specification of withdrawal from the course of study, submission of assignments, plagiarism and fabrication of work, and appeal and ethical and academic conduct.

Assessments also include class participation and peer and self-assessment. Preparatory work for activities to be engaged in and assignments to be submitted must be started in good time so that deadlines can be met. It should be noted that **ALL COURSE WORK WILL COUNT TOWARDS FINAL MARKS.**

Presentation of Papers/Assignments

You are required to present all written assignments in accordance with the **APA format**. All written assignments should be presented as a bound document or in a presentation folder. Loose sheets fastened by paper clips **WILL NOT** be accepted.

Procedures for Submission/Non-submission of Written Assignments

All assignments should be submitted to the College on or before the scheduled submission date. If you do not submit your assignment(s) within the specified time you will be considered to have failed the course.

In the event that you are unable to submit an assignment on the scheduled date, a doctor's certificate from a registered medical practitioner should be submitted, within 24 hours of the specified submission date. **Incomplete** will be recorded along with the medical certificate for non-submission. You will be allowed to submit the said

ALL online assignments should be submitted during the scheduled submission time frames and dates. If you participate in online assignment(s) within the specified time, you will be deemed to have failed the course. If you are unable to complete an assignment for medical reasons, a doctor's certificate from a registered medical practitioner should be submitted, within 24 hours of the specified submission date. **Incomplete** will be recorded with the medical reason for non-submission. You will be permitted to submit outstanding online assignments at a date specified by the course tutor, or the following year when the course is offered. **should note that the non-functioning of the technology is not a valid reason/excuse for non-submission of online assignments.**

Violation of Academic Honesty

Plagiarism

Plagiarism is the representation of another person's ideas, or work as one's own without attribution. Plagiarism involves using another person's wording without using quotation marks; a distinctive name, a phrase, a sentence, or an entire paragraph or essay. Misrepresenting sources is another form of plagiarism. The issue of plagiarism applies to any type of work, including essays, papers, journal and online articles or other writing, digital art, music, photography, video, and other media.

Fabrication of Data

Fabrication is the falsification, distortion, or invention of information or citation in academic work. Examples include, but are not limited to, inventing a source, deliberately misquoting, falsifying numbers, statistics, anecdotes or other data.

Penalty

When verified, depending on the severity of the offense, a violation of academic honesty may lead to the imposition of penalties, either *singly or in combination*:

- Written disciplinary warning or reprimand
- Make-up assignment/presentation or rewriting of assignment/presentation subject to a lower grade
- Lower grade on the assignment/presentation or

Grade Appeal

As a participant, you may appeal a grade. The procedures for addressing the grade appeal are as follows:

- 1) Within the first two (2) weeks of receiving the grade, you shall discuss the concerns with the course tutor, stating your reasons for questioning the grade. If this interview does not resolve the difficulty, you shall inform the tutor in writing that you intend to file a grade appeal with the Principal of the College.
- 2) Within the first two (2) weeks of receiving the grade, you shall meet with the Principal of the College to discuss the grade. You must state in writing that you informed the

the course of study are non-refundable.
As participants in the programme, you are expected to adhere to the code of professional conduct which refers to accountability, use of appropriate language, civility, clearness,

Dress
fairness, honesty, justice, regularity in attendance, punctuality, reliability, professional ethics, non-discriminatory behaviour. **ALL** participants are expected to dress a Clothing should be professional, clean, and in good respect, trustworthiness, and other aspects of professional behaviour. **MUST** refrain from wearing clothing that is short, t

Attendance and Punctuality

Regular attendance and punctuality are necessary for participants to make meaningful gains during contact hours, face-to-face and online. It is therefore mandatory that participants attend **90 %** (ninety percent) of the face-to-face

In-class Conduct
online sessions. **ALL** participants are also expected to attend scheduled classes and tutorials in connection with presentations, internship activities and such other aspects of the programme, as may be determined from time to time. It is anticipated that an atmosphere of mutual respect, discrimination and collegiality will permeate **ALL** class presentations, therefore expected to exercise civility and to use language when engaging with each other and tutors. You

Absences should be for major illness or emergencies (at the discretion of individual tutors, use cell phones and technological devices **ONLY** to engage in learning activities. In such instances, you are responsible for contacting and notifying the Principal's secretary about your absence. You should be advised that ethical codes of behaviour, associated with the course, be adhered to throughout the programme. Light refreshments, such as water, coffee, tea, juice and a snack may also be permitted. Participants are encouraged to arrange personal business and appointments outside of scheduled classes.

Kindly note that you are deemed to be late, as long as you arrive any time after the specified time for the class. **Attendance will be taken by each tutor at the start of the class.**