

SPECIALIST QUALIFICATION FOR MASTERS PATHWAY: IN HEADSHIP (PgCert)

65X9IHVZ

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

Duration: 12 months

Aims: The focus of this programme encompasses the role of head teacher as a strategic leader within, across and beyond the school community. It is designed to facilitate and support head teachers in the transition through the early stages of headship, to enable them to develop as effective strategic leaders who contribute to system leadership. The main aims of the In Headship programme are to enable participants to:

- engage in critical reflection on their transition to headship
- recognise, understand and adapt to the complex challenges and opportunities of headship through critical engagement with a wide range of academic literature and research
- develop a culture of sustained professional growth for self and others
- demonstrate professional values and personal commitment as stated in the GTCS Standard for Headship
- build on critical understandings of a core set of professional and academic literacies including research, data, political, as well as knowledge and understanding of evaluative and interpersonal skills
- develop a critical understanding of professional learning as collective and emergent, to facilitate school and system improvement understand the significance of strategic and system leadership in driving change and improvement.

All participants will study:

ED505M Shaping Professional Identity and Practice: Using Critical Reflection (20 credit points)

ED505N Pursuing Excellence and Equity (20 credit points)

ED555N Building capacity in self and others (20 credit points)

Students who successfully complete the above modules to a value of 60 credits points will have fulfilled the requirements for this *In 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.