

Cambridge International Certificate/Diploma in Educational Leadership (CIDEL)

CIDEL is for...

Candidates with leadership roles in schools, or who are leaders in other parts of the educational system with direct responsibilities for teachers or leaders, and for aspiring leaders.

Attributes of a Cambridge School Leader



REFLECTIVE AND RATIONAL

Reflective in their own professional practice, seeking continually to improve their leadership through feedback from colleagues, personal research and self-reflection.



CREATIVE AND INNOVATIVE

Innovative in applying their knowledge, understanding and personal and professional skills to leadership tasks and challenges.



CONNECTED AND ENGAGED

Engaged in the improvement of learning and in securing the best educational outcomes for all their learners, through the professional development of all their teachers.



RESPONSIBLE AND RESOURCEFUL

Responsible within the scope of their role for the well-being, progress and achievements of all learners and the professional practice, well-being and development of their staff.



CONFIDENT WITH GROWTH MIND-SET

Confident in their role of leadership, taking into account the vision, mission, culture and priorities of their school, and in exercising the knowledge, understanding, skills and qualities that their leadership position requires.

Language Requirements

Candidates are required to have sufficient competence in English to participate in the qualification.

Candidates should have English language competence comparable to Level B2 in the Common European Framework of Reference for Languages (CEFR). This framework is provided by the Council for Europe. Further details can be found on the Council's website at <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

We recommend a minimum requirement of 5.5 on the International English Language Testing System. See www.ielts.org/ for more details.

Qualification Structure

Module 1 can be taken on its own as the Certificate. Candidates can then progress to Modules 2 and 3 to complete the Diploma.

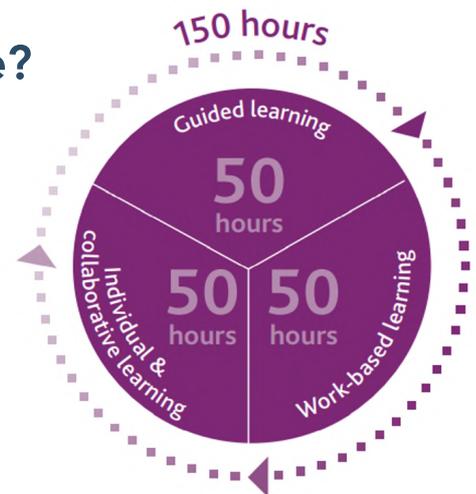


150 hrs/4 months per module

What does the Certificate/Diploma involve?

A typical Certificate or Diploma programme run by a Cambridge Professional Development Centre consists of a broad balance of activities, appropriate to the needs and circumstances of teachers and their schools.

The programme is planned by the centre's programme leader and team as a coherent sequence of learning over time, with a variety of elements.



Duration of the Programme

CERTIFICATE COURSE

4 months

DIPLOMA COURSE

12 months

Certificate Course/Module 1

Unit 1

Understanding key concepts and theories of leadership

A: Explain their understanding of key concepts and theories of leadership.

B: Critically apply a new concept or theory of leadership to their own context.

C: Demonstrate an awareness of the contextual nature of leadership and the ways in which context affects leadership action.

D: Use a selection of the concepts and theories to reflect upon their own leadership role and context.

Unit 2

Defining successful educational leadership practice

E: Articulate their new knowledge and understanding of theories, definitions and research findings about successful leadership internationally and apply it to their own context and leadership roles.

F: Evaluate key features and practices of successful leadership and the impact of these features, identifying the implications of what successful leaders do for their own leadership role.

G: Apply their understanding of successful leadership to a research interview with an experienced leader in their own local context.

H: Evaluate their own leadership in the light of what they have learned about specific leadership features and practices, and identify areas for development.

Unit 3

Action planning for developing leadership

I: Articulate their knowledge and understanding of the strategies used by successful leaders at different levels and the skills required to implement them.

J: Apply their understanding of the features, strategies and skills of successful leadership to an analysis of their own role and identify key priorities for development.

K: Develop and present to different audiences an evaluation of their leadership role, including a strategy for development that focuses on selected practices of successful leadership.

L: Evaluate the outcomes of the presentation to produce a short-term development plan for developing their role in order to improve specific outcomes in their area of leadership.

Diploma Course

Module 2

Teaching and learning in action

M: Demonstrate understanding of the features of educational leadership that have an impact on the improvement of teaching and learning.

N: Analyse how leaders in different contexts and at different levels of leadership apply these findings and insights.

O: Evaluate the strategies and skills required to develop the quality of teaching and learning in their context and role.

P: Plan and implement an initiative to improve the quality of teaching and learning in their area of leadership responsibility.

Q: Evaluate the impact of the initiative on teaching and learning and on development of their own leadership practice.

R: Review and revise their Personal Leadership Development Plan in light of what they have learned in this module.

Module 3

Leading change for improvement and developing staff

S: Understand the knowledge base and key theories about change processes.

T: Demonstrate critical understanding of the literature on leading and managing change.

U: Critically review and evaluate the implications from the literature on change and school improvement for leaders and their development.

V: Understand the importance of staff development in relation to improving the quality of teaching and learning, school improvement and change processes.

W: Know which forms of staff development are the most effective and have an impact on learning.

X: Know how to develop staff in schools and other educational settings.

Assessment criteria

Candidates are assessed through an ePortfolio of evidence, submitted to a team of Cambridge International examiners using PDQ Connect, an online platform. Portfolio evidence includes:

- Reviews of key concepts and theories of leadership
- Evaluation of their job descriptions and their leadership contexts
- Reflections on their leadership skills and practice and action planning for development
- Interviews with experienced leaders and feedback from them
- Analysis of the skills and practices of effective leaders
- Analysis of their own leadership learning and feedback from peers and mentors
- An evaluation of a change initiative which they have planned and implemented
- A Professional Development Plan for their future leadership development

Candidates will be graded for each module according to the following criteria, applied to the portfolio of evidence as a whole:

- 1) Understanding teaching and learning.
- 2) Developing thinking and practice.
- 3) Analysis and discussion.
- 4) Communication and presentation.

To achieve a Distinction in the Diploma, a candidate must achieve Distinction in at least two modules.

Edu Lead International will provide the candidates guidance and support throughout the course. It will provide mentors to each candidate and arrange for guided learning sessions. The e-portfolios and assessment evidences will be reviewed by the ELI experts and then will be sent to Cambridge.

Note: The Guided Learning sessions will be conducted online.

How to enroll:

To enroll for the course, write to us at contact@eduleadinternational.in. Registration form will be sent to you upon knowing your interest.

For any queries directly speak to the Programme Co-ordinator @ +91 8800542932.



**Cambridge Assessment
International Education**

Testimonials from CIDTL & CIDEL learners



Jharna Anand
Cambridge Administrator
Maharaja Agarsain Public
School, Ashok Vihar
Delhi, India

The Educational Leadership Course (CIDEL) is the best that has happened to me in 2020; during the challenging times of COVID-19 pandemic! Effectively led by the Project Leader- Ms Rupam, this course is rooted in the principles of andragogy...giving us, the practitioner-participants, both a motivation and a propulsion to connect and translate the latest educational theories with and at our work place. Professional readings, academic discourses, networking are my personal advantages. I will highly recommend this course to all those who are interested in the latest and advanced art and science of LEADERSHIP especially in India wherein this opportunity is an oasis in the desert!



Gargi Chhabra
Cambridge Administrator
Darbari Lal DAV Model
School, Pitampura, Delhi

The Educational Leadership Course (CIDEL) was my first on-line course with Edu Lead International and I felt it was a tremendous learning experience for me. I enjoyed every aspect of interactive sessions .The learning was meaningful for my professional growth and will be invaluable for my entire life. I have grown so much and in so many ways. Mrs. Rupam Sah was very accessible and responsive to all my questions and messages.



Bharati Tiwari
TGT, Chemistry
DPS, Agra

CIDTL has always been a centre of attraction for me, but I was always confused about the choosing the right institution for it. All thanks to Rupam ma'am, as I have been associated with her for past five years and persuing CIDTL under her guidance was an end to all my confusions. The course was carried out in a smooth and interesting manner, where execution of the learnt concepts were focussed. The major concepts learnt that I specifically like are, metacognition and reflective practice. I really cherish learning under Rupam ma'am, who is an excellent mentor.



Neha Dabas
Asst. Director
Golaya Progressive Public
School, Palwal

This course has been phenomenal, clear, organized and engaging. It has helped me uncover various teaching methods and styles. I believe I now have a deeper understanding of many teaching styles and methods due to the beautifully designed interactive sessions. It has helped me develop my teaching skills and has been extremely informative.



Himanshu Bedi
PGT, Physics
DPS R.K. Puram, Delhi

I'm teaching for so many years but while doing this course I came to know the science behind the strategies we are adopting while teaching. This course has helped me a lot in learning more innovative techniques to engage and improve my students. I thank Rupam Sah ma'am, the programme leader for bringing this learning to me in a lucid manner.

Testimonials from CIDTL & CIDEL learners



Jyotsna Kumar
Cambridge Administrator
DAV Public School
Pushpanjali, Delhi

The leadership course happened upon the entreaty of a friend who is also my companion in the course. I must say that my understanding of a leader has taken new dimension and I have realized that there are numerous aspects of leadership which , if not learnt , can never be understood as everything cannot be done on the basis of intuition, experience or suggestion. Reading about leaders, knowing various leadership theories, discussing educational case studies are essentials to be a thorough leader. I have shed many inhibitions since the time the course started in February 2020. I now see leadership in a fresh context.



Ritu Gupta
Primary Coordinator
Maharaja Agarsain Public
School, Delhi

Learning is the only thing that stays with you throughout life. Last year joining the CITDL programme was a life reforming step that I took, for all that I learnt during the course was enlightening, inspiring and helped me grow as a teacher immensely. The way the course is designed is student friendly and extremely informative but I can't go without appreciating the mentor Ms Rupam Sah who breezed us through the course with such ease that rather than learning we internalized it. I highly recommend it to teachers with progressive mindset.



Sweetu Bhardwaj
PRT, Maths, Cambridge Wing
Maharaja Agarsain Public
school, Ashok Vihar, Delhi

My CIDTL learning journey was an astounding experience. It enabled a complete shift in my thought process. I got acquainted with the immersive teaching & learning models and methodologies to create an engaging classroom. It's learning design helped me to understand the nuances of effective teaching , formative assessment and effective feedback. Our mentor Ms.Rupam Sah is an amazing lady with tremendous knowledge who delivers expertly using multiple strategies, individual and collaboration activities, discussion forums , lesson planning techniques, reflections etc. She provided substantial reading material in the form of handouts, presentations and video aids. Every session was comfortable for us to openly put forth our query. The course was well-paced.



**Sharankhala
Shankdhar**
PRT, Social Science
Modern Public School,
Shalimar Bagh, Delhi

The CIDTL Course has been like a game changer for me. I had been teaching for many years but never realized that teaching could be made so interesting by use of appropriate engaging strategies for students. My outlook towards students changed, challenging students were no more challenging to me and I realized the magic which exists in teachers' hand. This course brought in me the transformation which is appreciated by the students and the sparkle in their eyes after every class indicates that my choice of doing this course was indeed a good decision. I thank the programme Leader Mrs. Rupam Sah for her tremendous support during the course.

Testimonials from CIDTL & CIDEL learners



Pooja Gaur
Pre-primary Coordinator
Maharaja Agarsain Public
School, Ashok Vihar, Delhi

The course CIDTL not only helped me realize the use of some beautiful strategies that could be used to make learning meaningful for learners but also helped me in my constant progresses as a teacher. Truly an UPLIFTER, intellectually, emotionally and mentally.



Ria Dabas
PRT, English
Golaya Progressive Public
School, Palwal

My CIDTL course helped me learn the concepts behind the various pedagogical methods. It gave my work as a teacher an informed direction as the meanings gradually unfolded and made sense to me. The response of the students became better and they were not only more engaged but started taking ownership of their learning.



Tarandeep Kaur
PRT French
DPS Rudrapur

The Cambridge course has improved my knowledge and teaching skills. The understanding of how students learn, has helped me to look at teaching in a profound manner. It has taught me the effectiveness and usefulness of lesson planning. I now find myself to be a reflective teacher. I have gained insight into metacognitive and active learning practices, role of various assessments and feedback in learning. Cambridge course has broadened my outlook on teaching and learning.



Shilpa Goel
Montessori Teacher
Maharaja Agarsain Public
school, Ashok Vihar, Delhi

This Cambridge Professional course educates us to incorporate new philosophies of teaching innovatively in the process of continuous learning and professional development for teachers. The course is practical and consistent with the personalized approach by the mentor. It involves the implementation of international best practices in education by following regular evaluation and self-reflection strategies to become more confident and engaged professionals. I strongly recommend this course for the enhancement of practical skills.



Shweta Sharma
Asst. Teacher, Cambridge Wing
Maharaja Agarsain Public
school, Ashok Vihar, Delhi

CIDTL is an extraordinary programme. It took all aspects of learning into consideration and gave me the feathers to bolster and inspire my teaching practices to ensure that the overall impact on my learners is, not just effective but consistent too. I have now turned from a teacher to a lifelong learner, a fact that I am really happy about.