



# International School Leadership Certificate

## Globally-Recognized Leadership Certificate

### INQUIRY QUESTIONS

#### **Module 1 Leadership for School Improvement**

- What is your WHY and how does it connect to student achievement and well-being?
- How might international research about effective school leadership practices for 21st century classroom teaching and learning be applied in your school setting, post COVID?
- Are you managing, leading or always doing both? How's that work?
- How can a meaningful school-level leadership framework, collectively created to reflect the literature and international frameworks, improve your leadership practices?

#### **Module 2 Characteristics of Effective Schools and Systems**

- How will an understanding of effective schools guide your next steps as a leader?
- In a post-pandemic period, what are the key elements to address?
- How is your school performing? What are the strengths? Areas for improvement?
- What are the high yield areas for improvement?
- How can you strengthen the 'system' to support your school and others?

#### **Module 3 Building Relationships and Developing People**

- How do you best assess emotional and cultural intelligences in your school setting?
- What are some valuable ways understanding EQ and CQ is helping high performing schools increase professional capital, collective efficacy, and school capacity?
- What are the top personal leadership resources available to leaders?
- Why is authentic leadership so vital to trust building and how can your learning community lean into authentic leadership to improve professional collaboration, classroom instruction, student motivation, and achievement?
- Is collaboration where it needs to be in order to optimize instructional and intercultural capacity in your learning community? How can you tell?

## Module 4 Setting Goals and Expectations Using Data Informed Decision Making

- Are you and your team working hard and not yet seeing the improvements desired? How do you?
- Are you gathering the right data? What additional data will you collect?
- How will a structured process improve your data conversations with others? How do you move from raw data to targeted goals?
- Are your school goals objectives based or results based? Why does that matter?
- What is the role of PISA and other large-scale assessments?
- What are the best strategies for engaging teachers in a review of school data to inform improvement planning and decision making?

## Module 5 Leading Improvement in Classroom Instruction: Meeting the needs of all learners

- What's happening with classroom walkthroughs and challenging conversations to boost teaching quality?
- How does understanding diverse learning styles and instructional strategies help school professionals meet individual needs and maintain high expectations for all?
- What is instructional strategy research suggesting for future highly effective schools and how does your school stack up today?
- Why inquiry-based strategies are working to engage student higher order thinking and build intercultural competence and global citizenship?
- Why will the application of the professional learning cycle support collaborative inquiry? What is the next step?

## Module 6 Instructional Leadership Project Plan: The Application of theory to practice

- How can you incorporate all of your new learning into an actionable plan?



### A WONDERFUL PROGRAM!

*“The program is impacting what I do and how I do it. Your Module professors are excellent....Please thank your hard-working instructors, they have great advice and specific feedback. Your institution has led to a huge academic growth to my staff within this one academic year.”*

*Principal in Belgium*

## OUR VISION

A world with exemplary school leaders who drive improvement in student learning and well-being.

## OUR MISSION

To provide all school leaders with exemplary professional learning focused on the application of theory and research to leadership practices known to improve student achievement.

## ISL ADVOCATES



Dr. Simon Breakspear



Dr. Karen Edge



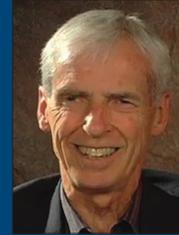
Dr. Michael Fullan, O.C.



Dr. Avis Glaze



Dr. Andy Hargreaves



Dr. Ken Leithwood



Dr. Lyn Sharratt

## MASTER'S DIMENSION

The Master's Dimension (MD) program is available to those who have completed Certificate 1 (Modules 1 – 6). By completing the MD, our partnering universities will recognize your work and provide prior-learning credits that will reduce tuition costs and completion times for a master's degree.



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# OUR CLIENTS AND PARTNERS

Countries we have delivered in:

Aruba  
Australia  
Belgium  
Brazil  
Cayman Islands  
China

Denmark  
Kuwait  
Lesotho  
New Zealand  
Norway  
Peru

Qatar  
South Africa  
St. Vincent and the  
Grenadines  
Sweden

Our program has been recognized by a number of organizations and institutions around the globe:



## Are you Interested in Partnering in Program Delivery?

- **Contracted Delivery** involves jurisdictions, organizations and schools entering into a specific contract for program delivery.
- **Co-sponsoring Delivery** is a joint undertaking between ISL and a jurisdiction, organization or school. Each assumes certain responsibilities, with the local co-sponsor assisting in local promotions and facilitation of the program, without assuming financial risk.
- **Licensing Fee Agreement** is an arrangement whereby ISL provides the rights of usage regarding specific program materials for unaccompanied program delivery.
- **Partnership** is a contractual arrangement for program delivery that involves the co-appointment and training of identified instructors, the provision of an online platform, the review and modification of the program and the issuance of jointly-branded certificates.

## WAPPA Members' Comments about Module 4

- *Strong research base was helpful. Having a variety of research - articles, videos etc. kept interest high.*
- *Time constraints were difficult.*
- *I gained much "knowability " as well as a chance to collaborate with colleagues to raise pertinent issues and ideas which connected to my own practice.*
- *I have found the online facility an excellent mode of learning along with Joni's high quality feedback.*
- *It can be difficult to find others comments on your posts or feedback. With so many modules and assignments, navigating your way back to feedback can get confusing.*
- *The feedback is very informative and personalized, which is highly valuable and very much appreciated.*
- *I have been surprised by the interactivity involved in the course. Responding to others posts is a great way to ensure this occurs.*
- *Overall, an enjoyable unit of work that is highly relevant to my current context. Over the coming year I will use the course materials to "nudge" my staff and school forward.*
- *Professionally I feel more confident in my ability to use data to lead school improvement.*
- *I love the feedback being received and being able to look at other participants comments and reflections over the course.*

### WAPPA Members' Rating



### Impact of Program on Practice

In 2019, Dr. Matt Byrne of Edith Cowan University and Dr. Andy Scott of ISL undertook an extensive study of program participants from Norway, Cayman Islands and Western Australia. Here's an excerpt of the paper that provides insights into the impact of the program on WAPPA participants:

Many participants commented on how the program provided them with the knowledge, skills, and practices required to build even greater confidence as an instructional leader. Two participants nicely summarized the impact.

*[The course] gave me confidence, and permission. And, it gave me the eyes to see that that's where school leadership needed to go.... the leaders being the lead learners and being, you know, being able to walk into a classroom and you still know what's going on. You know, that's so, so important. And to have the confidence to address teachers -*

*that means strategies to address situations where teachers perhaps are not doing their best, or they are doing their best, but they're not doing the best for the kids.*

*(Participant)*

The benefits, however, were not limited to just the leaders. Reportedly, this increase in personal confidence on the part of the leader also translated to a greater confidence among the staff themselves, allowing them the autonomy to make decisions, set direction, and assume ownership for their own learning. *“I view everybody as proficient until they prove me otherwise. I was able to bring out their strengths and use them effectively within the school. It's more about working with what you've got and building their capacity” (Participant).*

View Book: [School Leadership That Works Ideas from Around the World](#)

View Chapter: [What Matters Most in the Design of Universal Professional Learning for School Leaders: An International Perspective](#)