



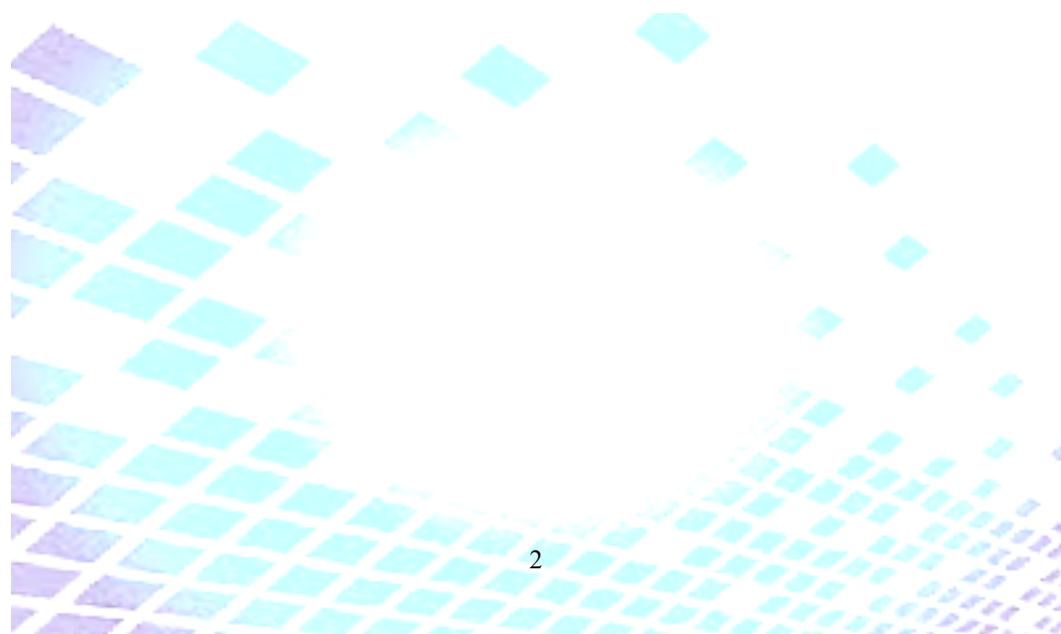
MINISTRY OF
EDUCATION



THE ASPIRING PRINCIPALS' PROGRAMME

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*The National College for Educational Leadership:
Creating World Class Educational Leaders*



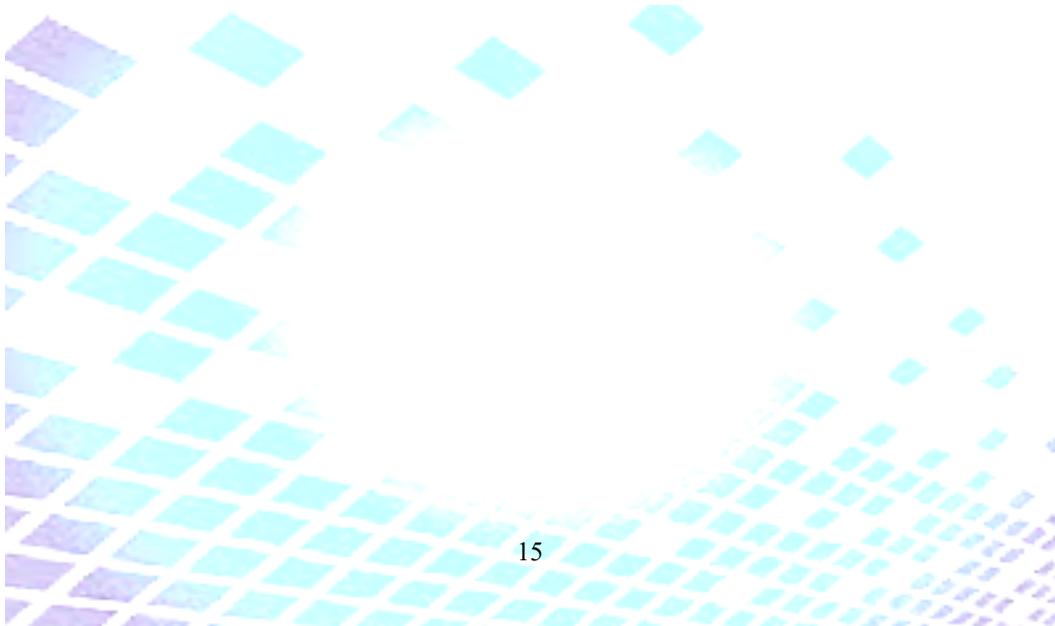
NOTES



THE ASPIRING PRINCIPALS' PROGRAMME

*The National College for Educational Leadership:
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Participant Handbook



PAYMENT

The College appreciates your participation in the Aspiring Principals' Programme and confirms its commitment to the delivery of high quality content through the engagement of highly-skilled and competent facilitators.

To that end, therefore, the participant is responsible for the **full** payment of his/her fees before qualifying to undertake the defence portion of the programme. Participants who have not honoured their payment obligations will not be eligible for defence or graduation.

CONCLUSION

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contact the Director of Programmes.

The College extends best wishes to you as you begin your journey to Principalship.

Plagiarism Policy

Honesty and integrity are expected in all assignments, examinations and other academic work. The NCEL and the UWI insist that proper citation must be made for ideas and words derived from some other source, whether quoted, paraphrased, or summarized. Participants must include the last name of an author (s) and the year of publication, for example: Jenkins (2016) "plagiarism is dishonest and threatening to a student's academic career." When using the exact words (a phrase, a sentence, or more) of another, the material must be enclosed within quotation marks, and the page number, if available, must also be provided: Jenkins (2016) stated that "plagiarism is an academic sin and can damage an individual's academic career." (p. 3)

Any work that is plagiarised will result in the student receiving a rating of "Unsatisfactory" for the module and will therefore be expected to repeat, at the next offering, at their own cost. If repeated, persons could be removed permanently from the programme.

WELCOME MESSAGE FROM THE NATIONAL COLLEGE FOR EDUCATIONAL LEADERSHIP

It is with great pleasure that we welcome you to the National College for Educational Leadership where we create world class educational leaders.

The fact that you were chosen to be a participant in our Aspiring Principals' Programme [APP] suggests that you have the rudiments of greatness within you. This competency based programme which is designed to tease out such potential will expose you to fundamental constructs of the Principalship. It also has a practical component where you will be required to conceptualize and implement interventions to bring about school turnaround and improvement all of which are premised on excellence in teaching and learning.

This handbook therefore intends to communicate the policies and guidelines of the APP. It is your responsibility to familiarize yourself with the contents so as to guide you through the requirements.

We wish for you professional growth, development and success as together we improve leadership within the education system in Jamaica.

Your journey through the National College for Educational Leadership's Aspiring Principals' Programme will be exciting and purposeful. When you have successfully completed, you will be well prepared for a rewarding journey as Principal.

The NCEL hopes the information in this handbook has been useful. If there is any other information you think should be included, please

WELCOME NOTE FROM MONA SCHOOL OF BUSINESS AND MANAGEMENT AND THE SCHOOL OF EDUCATION

Mona School of Business and Management (MSBM) and the School of Education of The University of the West Indies are delighted to collaborate in the preparation of the third cohort of aspiring principals. Working with the National College for Educational Leadership (NCEL) and the MoE has allowed the University of the West Indies (UWI) to make a direct input in the preparation of principals who are central to the effective running of schools and the performance of students.

We have put together some of the best of our lecturers who have the capacity and experience to facilitate the delivery of the Aspiring Principals' Programme (APP). MSBM brings to the programme a business orientation which is in keeping with the new thrust and approach to school leadership and management; that is, entities creating measureable outcomes must adopt business principles and practices in order to achieve performance which is transformational.

The School of Education with a long history of preparing teachers and school administrators will also bring its expertise to bear on the programme. Bolstered by research in school leadership, participants will engage in learning which is rooted in our own experience and practices. This new development will enable lecturers to inculcate authentic skills and knowledge which are based on a better understanding of the effectiveness and ineffectiveness of school leadership in Jamaica.

We wish you all the best with your programme as you prepare to take on the reign of future leaders for the school system.

Introduction

through the Programmes Manager, for termination of the programme. If the participant wishes to defer, the deferral form which can be found on the College's website must be completed and submitted to the College, electronically or otherwise.

Class Attendance

Participants are expected to attend all of their classes. Two or more absences may lead to a rating of "Unsatisfactory" or "Emerging."

KEYS		
Grade point	Rating	Code
83-100	Exemplary	EX
65-82	Proficient	PR
47-64	Emerging	EM
0-46	Unsatisfactory	UN

Fa-	Grade	Competency Score
	92-100	6
	83-91	5
	74-82	4
	65-73	3
	56-64	2
	47-55	1
	0-46	0

Facilitator Evaluation

The NCEL takes participants' input very seriously. At the end of each module, participants are asked to share their feedback regarding programme objectives, programme implementation, and teaching methods. Facilitators do not have access to any evaluation results until after grades have been submitted.

Grades are given after the completion of each module once payment for each module is received. A final transcript is prepared at the completion of all modules as well as the Field Experience.

All scores are guided by the competencies outlined below:

All queries concerning grades or appeal of grades, prior to their final submission to the NCEL, must be discussed with the specific facilitator of the given module. However, if the query is made after grades are submitted to the NCEL, such queries must be directed to the Director of Programmes of the NCEL, through the Programmes Manager for the System Leadership Unit. Please note that the grounds for changing a disputed grade are very limited. The Director of Programmes will authorize a grade change only when there is compelling evidence that the grade is unsubstantiated. In the absence of such evidence, the Director of Programmes will defer to the judgment of the facilitator.

Repeat of Modules

Any student who receives a rating of "Emerging" in two or more modules will be expected to repeat the modules at the next offering at their own cost. If a rating of "unsatisfactory" is received in any module, the module must be repeated at the next offering at the participant's own cost. Only students who receive "Proficient" or "Exemplary" in at least 3 of the 4 modules and proficient or exemplary in the Field Experience will be eligible for graduation.

Deferral or Termination of Programme

The participant is required to write to the Director of Programmes,

THE NATIONAL COLLEGE FOR EDUCATIONAL LEADERSHIP (NCEL)

The Task Force Report of 2004 identified, among several other initiatives, a need for systematic identification, preparation and certification of school leaders. In keeping with the recommendations of the *Task Force on Educational Reform 2004*, the Government of Jamaica (GoJ) through the Ministry of Education (MoE) has been promoting effective leadership and management of schools to lead to heightened student learning. Accordingly, Cabinet gave approval for the establishment of the National College for Educational Leadership (NCEL) under the auspices of the MoE as a response to an urgent need to develop and maintain quality school leadership.

Objectives of the National College for Educational Leadership

In keeping with Cabinet's decision, since 2011, NCEL has been operating under the auspices of the MoE's Education System Transformation Programme (ESTP) with the mandate to:

- exercise greater control over the quality and development of school leaders;
- set and maintain standards for leadership;
- ensure that there is proper accreditation and sufficient training;
- design and manage a national succession planning strategy; and
- ensure that school leaders and leaders in the wider education system are well equipped for their challenging roles.

Vision Statement

NCEL, the premiere educational leadership training and development organization, creating world class leaders for Jamaica and the global community.

Mission Statement

To develop and support highly competent educational leaders who are able to create and sustain effective schools, thereby contributing to national development.

Core Values

The strategic and operational processes of the College are guided by the following core values:

- Continuous Learning - We commit ourselves to being creative, efficient and innovative in the provision of on-going opportunities aimed at leadership development.
- Excellence - We commit ourselves to consistently strive for outcomes that are exemplary rather than simply satisfactory.
- Collaboration - We commit ourselves to facilitating and negotiating with our key players to build capacity.
- Quality Service - We commit ourselves to being responsive in delivering the highest level of support to our clients and partners in an honest, fair and ethical manner.

Jamaica embarked on the transformation of the education system in 2005 following a strategic review of the Education Sector, culminating in the Task Force Report on Education Reform 2004. One critical need identified was a demand on principals to increase the effectiveness of their schools through improved management, the efficient use of resources and better relationships with the community being served. Many principals are appointed with limited experience and training in managing organizations

with these modules, participants engage in a Field Experience, in which they gather data on the institution to which they are attached and then use the theories and concepts, as well as practical ideas in each module to solve the organizational issue, with the aim to heighten student learning.

A portfolio is submitted with documented evidence of the implementation of their strategies. After portfolio submission, participants are asked to present their work to an expert panel of organizational leaders and theorists. Participants are questioned to ascertain the rigor of their approach and their personal development throughout the process. Upon successful completion, with the passage of the legislative regulations for the Professional Qualification for the Principalship (PQP), the APP will become part of the National Qualifications Framework.

Programme Delivery

The UWI Mona recognizes the varying cultural and learning needs of prospective participants in this programme and so provides a blended methodology as the instructional model for the Professional Qualification Programme. This includes modules being taught face-to-face, with complementary material available via the online learning management system of the National College for Educational Leadership.

Delivery Sites

This Aspiring Principals' Programme is delivered in two separate locations, UWI Mona Campus in Kingston, and the UWI Mona Western Jamaica Campus in Montego Bay. The programme is delivered on Saturdays and Sundays for both locations between the hours of 9am and 4pm.

Programme Facilitators

Each participant in the programme can expect to be trained by a highly competent team of facilitators whose knowledge and practice in the field of Educational Systems, School Leadership and School Improvement, Human Resource and Organizational Management, and Adult Education are established.

The facilitators are responsible for evaluating each student they instruct. They employ various modes of assessments which students must complete within the prescribed time given by the facilitator.

Transcripts & Grading

- Teaching and learning are the central business of the school and while Principals are first and foremost instructional leaders, they must also be strategic, organisational and ethical leaders who are able to inspire and motivate the community to achieve the goals of the school.
- School Principals must be efficient managers who understand their schools as educational business enterprises and apply systems thinking to problem solving.
- School Principals must be able to create and sustain transformation in the culture of their schools.
- School Principals must not only champion high standards, they must model them.
- Effective school leadership requires a combination of knowledge, skills, attitudes and personal qualities that lead to expertise in a variety of dimensions - personal, interpersonal, educational, strategic and organizational.

Core Competencies

In addition to these guiding principles, the programme is built around core management and leadership competencies that School Principals need. These competencies have been grouped into four broad areas:

- Leading Teaching and Learning;
- Leading and Managing People;
- Developing the Organisation; and
- Financial Management.

Modules

The APP is delivered at the Post –Graduate Level. It addresses complex organizational theories, theories of leadership, and the practical nature of the principalship. Participants access, in a face to face setting, four critical modules, namely: Transformational Leadership, Instructional Leadership, Community Leadership, Organizational Leadership. After engagement

THE ASPIRING PRINCIPALS' PROGRAMME

that are given significant capital resources with high expectations for performance. It was recommended that additional support be invested to improve their performance in their daily control of schools. It was agreed that improving the leadership competencies of principals is a key element in raising the performance of pupils throughout the system.

Many principals hold undergraduate and graduate degrees in one field or another and a small number also have training in educational leadership and management. However, there is limited targeted training and preparation for principals to meet the specific demands of principalship in Jamaican education institutions and the demands implicit in the policies and programmes of the Ministry of Education. Principals need to develop innovative techniques to enable improved school performance, greater community outreach, improved financial management, accurate and timely communication and schooling that target the development of the whole child in an atmosphere that is friendly, safe and secure.

The Aspiring Principals' programme (APP) was therefore designed to adequately prepare individuals for the task of principalship prior to their being in post. This initiative was developed against the background that despite studies on the critical role of school leadership and student success, Jamaica continues to promote to the principalship, individuals who are good classroom teachers without first providing them with the requisite preparation. The APP now serves as an opportunity to attract talent, identify high quality applicants and ensure a ready supply of well-trained participants.

Importantly, the APP is delivered in partnership with the University of the West Indies, through the Mona School of Business and Management and School of Education. This represents a significant shift towards a partnership approach between a Ministry agency and a local University to jointly prepare a new generation of school leaders in Jamaica, for Jamaican schools .

Programme Design and Features

The design of the programme was informed by the major findings from Ministry of Education reports, including: priorities outlined in policy documents related to Education Transformation; the National Education Inspectorate reviews of eight key areas of school effectiveness, and the Jamaica Teaching Council's Professional Standards for Educators.

Additional information included local and international research about successful school leadership and how aspiring and practising principals

are best prepared to act on and within school cultures for change and improvement (Darling Hammond, Meyerson, LaPointe, & Orr, 2010; Duke, 2010; Hallinger & Walker, 2013; Hutton, 2013, 2010; Leithwood, Day, Sammons, Hopkins & Harris, 2006; Newman 2005; Southworth 2013).

In keeping with these beliefs, competencies and learning outcomes, the Principals' Professional Qualification Programme for aspiring principals features:

- deliberate opportunities for participants to develop a collaborative network for a community of practice to build their knowledge base and share solutions;
- a cohort format not merely as a way of organizing participants but as a pedagogical tool to teach teamwork, delegation and conflict management as well as model collaborative approaches to learning and leadership;
- coursework and assessment that require participants to gather and analyse data from their schools as a means of understanding and applying theoretical knowledge to the real life demands and challenges of school leadership and management;
- problem-based learning activities and field-based projects that require participants to explore, analyse and evaluate solutions to authentic problems of practice;
- opportunities to practise a variety of skills in a real school context;
- emphasis on values, clarification and cultivating self-awareness and self-knowledge;
- clearly defined formative and summative assessment to include self, peer and faculty assessment; and
- a practicum component in which participants demonstrate their ability to synthesize, analyse and apply the principles, theory and skills learnt in other modules to their work in a professional setting.

In addition, the impact of prevailing societal challenges on the school will be used to ensure the relevance and currency of the content and processes for the training programme. These include:

- Learning interest and styles of children, including interest in ICT and creative expression;
- Interest in values and attitudes as a means of shaping students' behaviour, to emphasize the values based aspect of the education system, and to give emphasis to affective areas of learning such as self-concept, identity and self-esteem;
- A shift in the philosophy and practice of education from the traditional cognitive approach to a more student-centered or cooperative approach;
- Impact of crime and violence in relation to students' exposure to it in their own lives, and the school's ability to function effectively due to the impact of crime and violence on the community in which the school is located;
- Managing safety, security and welfare;
- Parental support and changes to family structure.

Programme Philosophy

Underpinning the programme design are a set of beliefs about how best to prepare Aspiring Principals and what constitutes school leadership capability for the Jamaican school context. At the core of the programme's curriculum are the following beliefs:

- The complexity and site-specific nature of the Principal's job calls for learning strategies that are on-going, reflective and job-embedded.
- As adult learners, Principals and Aspiring Principals require self-directed, experiential and reflective learning activities that incorporate prior experience.
- Principals' learning is personal and individualised yet takes place most successfully in groups and collaborative settings.
- School improvement depends on learning that fosters change in Principals' consciousness as well as behaviour.