



**Please note:**

Enrolment will be made through ESSARPs web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

### BL022 - Certificate in Educational Leadership

**Dates:** 10, 17, 24 April, 08, 15, 22, 29 May, 05, 12, 19, 26 June, 03, 17 July & 07 August from 13:30 hs. to 16:30 hs. - 2026

**Venue:** Blended Learning

**Sessions:** 14

**Minimum attendance for certificates:** 11

**Vacancies per school:** 5

**For:**

Please enrol before: **2026, Apr 7th**

**Facilitator(s):** *María José Montenegro MA*

María José Montenegro is a Teacher of English (INSP Joaquín V. González) holding a Master's Degree in Education and School Management (UDESA), a Postgraduate degree in Leadership, Conflict Resolution and School Mediation (Universidad Siglo 21) and a Diploma in School Management and Innovation Design (UTN). She has developed her career as a teacher and administrator at different levels in bilingual schools in the city and province of Buenos Aires. She was former member of EPEA (Establecimientos Privados Educativos Asociados) and ACoBi (Asociación de Colegios Bilingues) Executive Committees. She currently works as a tutor in the Specialization in School Management for Educational Transformation at St. Andrew's University and as an advisor and trainer in educational organizations.

**Objectives:** In the Certificate, candidates will have the opportunity to:

- understand key leadership theories and ideas, from inside and outside of education, and apply these to thinking about their own practice
- draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership
- relate these to their own leadership context in planning actions
- develop their reflective practice skills to help them to evaluate and improve their own leadership practice
- learn collaboratively, supported by a mentor, to share insights, and develop knowledge and skills.

**Contents:** This qualification helps practising leaders to study what is known about successful leadership; to focus on the key ideas and challenges, leadership theories, strategies and actions of highly effective leaders; and to develop their reflective practice as leaders. They encourage leaders to:

- increase their knowledge and understanding of successful leadership
- develop their leadership skills
- self-evaluate their approaches to leadership
- reflect on their leadership practices
- enhance their performance as leaders.

What is the qualification structure?

Structure The Certificate comprises three units related to practice which together form

Module 1: Exploring leadership.

Unit 1 Understanding key concepts and theories of leadership

Unit 2 Defining successful educational leadership practice

Unit 3 Action planning for developing leadership

Each unit is set out in terms of its learning outcomes, key questions, assessment approach and evidence requirements.

- Each learning outcome is a statement that defines the expected goal of a curriculum in terms of demonstrable skills or knowledge that will be acquired by the candidate.
- The key questions show professional learning related to each learning outcome. These questions will support the candidate as they explore the knowledge required to meet the learning outcome.
- The assessment approach and evidence requirements explain how candidates can show that they have achieved the learning outcomes.
- The assessment criteria are used by Cambridge International examiners in their judgements on the quality of the evidence presented. They specify what the candidate is expected to do in order to demonstrate that they have achieved a learning outcome.

Eligibility

The qualification is inclusive and relevant to leaders in all teaching and learning contexts: from primary and secondary general education, to adult and higher education. It helps leaders to explore and apply new ideas in their own context, integrate new approaches in their own practice, and demonstrate their professional development as reflective practitioners.

Candidates must:

- have a leadership role in a school, or
- have a leadership role in other parts of the educational system, or
- be an aspiring leader in a school or other part of the educational system, and
- have direct responsibility for teachers and leaders, and
- be able to try out, in practice, in their workplace, what they learn during their study

Candidates who do not meet the above criteria cannot make an entry for this syllabus.

Language requirements

To take part in the Certificate programme candidates are required to have sufficient competence in English. All candidates should have English language competence comparable to Level B2 in the Common European Framework of Reference for Languages (CEFR).

Please download the syllabus [https://essarp-my.sharepoint.com/:b:/g/personal/administrador\\_essarp\\_org\\_ar/IQA-0Q9DE1vDTJG0xrHXP2ICAQSJo7A3P0jqLfAmJrsFVe0?e=qLzO8N](https://essarp-my.sharepoint.com/:b:/g/personal/administrador_essarp_org_ar/IQA-0Q9DE1vDTJG0xrHXP2ICAQSJo7A3P0jqLfAmJrsFVe0?e=qLzO8N)

**Bibliography:**

**Methodology:** The programme involves a spiral of professional learning, each stage being a cycle of experiential learning and reflective practice following on from the previous cycle and leading on to the next. Areas of learning are revisited systematically within the programme so that the candidate can engage with these in more depth and detail, and acquire related knowledge and skills.

The spiral of professional learning in a Cambridge PDQ programme depends particularly on three processes:

- research
- reflection
- learning with and from mentors.

These processes work together. It is crucial that candidates receive feedback to inform their continuous reflection on their learning experiences. Research and reflection are much more effective with the support of a mentor. The mentor develops a learning relationship with the candidate, supporting them during their work-based learning to make the most of the learning experience and to achieve the Cambridge qualification.

The mentor understands the essential principles of the Cambridge PDQ, and provides helpful advice to their candidate, sharing their own experiences and knowledge.