

Independent Schools Qualification in Academic Management (ISQAM) 2019-2020

1. Overview

This guidance document provides an overview of the Independent Schools' Qualification in Academic Management for Heads of Department and aspiring middle leaders in schools in membership of the GSA and HMC. This qualification is designed and delivered in partnership with the UCL/Institute of Education (IoE).

The annual fee for the GSA-run cohorts for the 2019-20 academic year is £625.

2. The Aim

The aim of ISQAM is to:

- improve standards in teaching and learning by providing training for Heads of Department, aspiring Heads of Department and other managers in the key practical skills that they need to perform their job
- encourage the ongoing continuous professional development of Middle Leaders
- establish best practice and define a sector-wide standard in relation to these skills
- provide a qualification that is understood by schools and is portable between schools

3. The Structure

The ISQAM is a modular programme that operates at two levels.

Level One - An introduction to some of the key skills required by HoDs:

1. Improving learning through effective lesson observation and feedback
2. Coaching approaches and challenging conversations
3. Establishing standards in student assessment, marking and feedback in the department
4. Employment issues and employment law

Level Two - Development of the key skills required by HoDs:

5. Academic managers as leaders of learning. Making a difference to teacher practice and pupil outcomes
6. Programmes of Study and Schemes of Work
7. The use of data to improve pupil and departmental performance
8. Strategic Planning as a Head of Department

4. Course Structure

Levels 1 and 2 are each standalone, though it is highly advisable for participants to complete them sequentially over a two-year period. Participants may choose to have a gap of a year in between the two levels, though this may affect the collegial nature and benefits of studying both levels with the same group of people.

Pre-requisites

- It is a NOT a pre-requisite of the qualification to complete Level 1 before progressing to Level 2, though this is desirable
- It is a pre-requisite of commencing Level 2 that the candidate has sufficient ICT skills, competence and experience in basic software packages and the use of the school management system

5. Delivery

ISQAM provides a high quality practical programme at a low cost to schools and includes a strong element of 'on-the-job' learning with support and mentoring from fellow professionals.

The 'tuition' component is provided in three ways:

Face-to-face training sessions

Delegates will take part in two face-to-face training days in Level 1 in the autumn and spring terms: one covering modules 1 and 2; and the second covering modules 3 and 4. There is also a half-day training session for in-school Mentors in the autumn term.

Level 2 face-to-face elements follow a similar structure, with training days in October/November and February covering the contents of modules 5-8.

Online and distance-learning resources

Participants will be asked to produce an electronic portfolio of evidence of work completed in-school, activities delivered via e-learning, and reflections on these and other elements of the programme.

In-school mentoring

An in-school mentor, who may be an experienced HoD or the Deputy Head Academic/Director of Studies, is an essential part of the delivery of this course. **Mentors must have the capacity to meet with their mentees at least twice per term and should review their portfolios and add a supporting statement before they are submitted at the end of the year.**

"Our candidates flourished professionally and gained such a lot from working through the modules." (ISQAM Mentor)

6. Assessment

Participants on Levels 1 and 2 will be asked to keep an electronic portfolio of evidence and reflections from the various training days and in-school activities that they undertake on the qualification. At the end of the academic year portfolios should be emailed to GSA Professional Development (pd@gsa.uk.com) for assessment over the summer holiday.

All portfolios will be reviewed in order to provide feedback on areas of strength and areas for potential future development. The review process also ensures that certificates are only awarded to those who have completed the programme to a satisfactory level. A sample of portfolios are moderated by the UCL/Institute of Education and participants will receive feedback and a certificate of completion in September.

Level 2 participants also have the option to submit their portfolios for assessment by the UCL/Institute of Education (through HMC PD) in order to gain 30 Masters-level credits. This option replaces the previous 'ISQAM Level 3', and an additional fee is payable to UCL/IOE. These Masters level credits could count towards a post-graduate qualification.

"[ISQAM] has given me the time this year to grow into my role as a Head of Department. It has helped me to develop a more structured approach to the day to day running of the department..., and has increased both my confidence and effectiveness." (ISQAM Level 1 participant)

7. Venues, Costs and How to Register

Delegate fees are £625 per levels 1 and 2 in 2019-20. This fee is inclusive of two days of training for participants, a half-day training for mentors, online and distance-learning materials, assessment and moderation of the portfolio and certification.

Level 1

GSA Level 1 will take place at Godolphin & Latymer School, London W6 0PG

- Day 1 – Tuesday 8 October 2019
- Mentor Training – Tuesday 8 October 2019 (afternoon)
- Day 2 – Tuesday 4 February 2020

Participants must attend both training days.

To reserve your place register via the GSA website – www.gsa.uk.com or contact events@gsa.uk.com.

Level 2

Level 2 is administered by HMC. Registrations should be made direct to HMC, via the [HMCPD website](#) or call 01858 462477.

Independent Schools Qualification in Academic Management – Programme Content and Assessment

Level 1

Level 1 consists of the following four modules

Module 1: Improving learning through effective lesson observation and feedback	
Module 1 training sessions are delivered by the UCL Institute of Education	
Content	Portfolio activities/Assessment
<p>Module 1 offers an opportunity to explore:</p> <ul style="list-style-type: none"> • The extent to which lesson observation and feedback currently have the learning and development of teachers and pupils at its heart • How to ensure it makes a real difference to teacher practice and ultimately pupil achievement • How a coaching approach can make a difference to the culture around lesson observation and help to ensure improvement is sustained for both adults and pupils <p>This module enables participants to develop a sound knowledge and understanding of:</p> <ul style="list-style-type: none"> • The purposes of lesson observation • The purpose of everyone’s role in relation to it • What we are observing • How a coaching approach can enhance and support colleague development • The relationship with ISI inspection 	<ol style="list-style-type: none"> 1. Structured reflection on the training session 2. Online lesson observation practice exercise 3. Undertake a minimum of 5 lesson observations 4. Structured response to reading: Stoll, L., ‘Stimulating Learning Conversations’ 5. Lesson observation and the ISI Inspection Framework- reflection
<hr/> <p><i>“ISQAM has opened [my mentee’s] eyes to wider issues and the need for and value of lesson observation, appraisal and work scrutiny.” (ISQAM Level 1 Mentor)</i></p> <hr/>	

Module 2: Coaching approaches and challenging conversations

Module 2 training sessions are delivered by the UCL Institute of Education

Content

Portfolio activities/Assessment

Module 2 provides an opportunity to explore how coaching can:

- Support you as a leader and a manager to make a difference to staff performance, and
- Enable you to be proactive and confident in having 'challenging' or 'fierce' conversations

1. Structured reflection on the training session
2. Lead three coaching conversations during the year, including at least one in which you have to address a difficult issue. (Alternative available for aspiring HoDs)
3. Reflection on reading: 'Systems Thinkers' (Brown & Isaacs)

Module 3: Establishing standards in student assessment, marking and feedback

Module 3 training sessions are delivered by experienced GSA senior leader

Content

Portfolio activities/Assessment

Module 3 enables participants to:

- Understand what is meant by work scrutiny, the role and responsibility of the HoD, and how this links to whole-school approaches and processes
- Develop the skills to conduct effective work scrutiny and give effective feedback, making it a positive process for the staff involved
- Identify anomalies and trends across the department, that contribute to, for example, under and over achievement
- Understand what activities should follow a work scrutiny exercise, including feedback, accountability/self-accountability and development
- Take away practical strategies and approaches to work scrutiny to use in their own school

1. Structured reflection on the training session
2. Planning a departmental work scrutiny
3. Work scrutiny of at least one year group and creation of an action plan as a result

Module 4: Employment issues and employment law

Module 4 training sessions are delivered by an experienced senior legal practitioner

Content

Portfolio activities/Assessment

Module 4 enables participants to:

- Have an awareness of the key issues in employment law, including equal opportunities
- Have confidence and understanding of the roles and responsibilities of the HoD, and their school policies and procedures in relation to employment issues

1. Structured reflection on the training session
2. Locating key school policies, processes and colleagues
3. Responses to questions relating to recruitment and capability
4. Reflection on training session case studies
5. Discussion with key colleagues on employment issues and safeguarding

"I feel inspired and motivated by all four of the modules." (ISQAM Level 1 participant)

Level 2

Level 2 consists of the following four modules with optional M-level activities as indicated.

Module 5: Academic managers as leaders of learning. Making a difference to teacher practice and pupil outcomes

Module 5 training sessions are delivered by the UCL Institute of Education

Content	Portfolio activities/Assessment
<p>Module 5 offers an opportunity for participants to explore and clarify:</p> <ul style="list-style-type: none">• Their role as the leader of learning in their team and the impact effective leadership has on teacher practice and pupil outcomes• The role of an academic manager in agreeing developmental objectives for members of their team and in holding individuals in their team to account• The role of professional development in supporting individuals to reach objectives set• The importance of trust in leading teams effectively <p>And to further develop skills in:</p> <ul style="list-style-type: none">• Setting developmental, challenging SMART objectives• Identifying professional learning opportunities to support agreed objectives	<ol style="list-style-type: none">1. Structured reflection on the training session2. Vodcast and structured questions: Appraisal and dealing with underperforming staff3. Complete at least one appraisal4. Reflection on readings: Maslow's hierarchy of needs, Herzberg's motivator factors and McClelland's needs based motivational model5. Optional M-level activity: Critical analysis of further readings

Module 6: Programmes of study and schemes of work

Module 6 training sessions are delivered by experienced HMC academic deputy heads

Content	Portfolio activities/Assessment
<p>Module 6 offers an opportunity for participants to:</p> <ul style="list-style-type: none">• Identify and discuss good practice in reviewing, modifying and writing SoWs/PoSs• Ensure that they are equipped to get the best out of their team and that any SoW/PoS refinement is a genuine team effort• Discuss strategies to incorporate assessment, differentiation and catch-up	<ol style="list-style-type: none">1. Structured reflection on the training session2. Either: Review and modify at least two existing SoWs/PoSs, or write at least two new SoWs/PoSs from scratch, documenting the process

Module 6: Programmes of study and schemes of work

Module 6 training sessions are delivered by experienced HMC academic deputy heads

Content

- Think about how to 'create time' within a SoW/PoS
- Think critically in and beyond your own subject area

This module enables participants to develop a sound knowledge and understanding of:

- The purpose and effectiveness of a SoW/PoS – by scrutinising and developing a number of exemplars, presenting to the whole group and gaining feedback, and
- How to share best practice and delegate effectively in order to produce high quality SoWs/PoSs which every member of your team subscribes to

Portfolio activities/Assessment

Module 7: The use of data to improve pupil and departmental performance

Module 7 training sessions are delivered by consultant colleagues with significant experience in independent school performance data

Content

Module 7 offers an opportunity for participants to:

- Understand a variety of statistical data that may be used to inform target setting and self-evaluation discussions
- Appreciate how the statistical data is generated
- Understand what the data means and does not mean
- Identify key aspects and patterns of data
- Become confident in interpreting and using data appropriately, and
- Explore the issues raised in a case study of a department's GCSE results

This module enables participants to understand and use data to inform:

Portfolio activities/Assessment

1. Structured reflection on the training session
2. Evaluation of the effectiveness of current department target-setting and monitoring procedures
3. Write a value-added report on the recent set of GCSE results, identifying strengths and areas for development
4. Conduct a department meeting review of the value-added report, incorporating it into the department's development plan
5. Identify and document further personal training needs, liaising with your school's CPD co-ordinator

Module 7: The use of data to improve pupil and departmental performance

Module 7 training sessions are delivered by consultant colleagues with significant experience in independent school performance data

Content

- Professional judgement when undertaking effective target-setting and tracking, and
- Benchmarking discussions involving the interpretation of value-added data

Portfolio activities/Assessment

6. Optional M-level activity: Reflection on further key reading

Module 8: Strategic Planning as a Head of Department

Module 8 training sessions are delivered by experienced senior colleagues from HMC member schools

Content

Module 8 enables participants to:

- Understand the differences and relationship between strategic planning and development planning
- Understand the strategic and development planning processes
- Understand the relationship between departmental planning and whole-school planning
- Understand the link between Heads of Department and whole-school planning
- Develop the skills to write, review, and modify a departmental development plan
- Reflect and formulate the underlying values and aims of the department
- Understand general principles and approaches to department budget planning
- Develop the skills to produce an annual departmental budget submission

Portfolio activities/Assessment

1. Structured reflection on the training session
2. Consideration of the values and aims of the department, and of you as a Head of Department
3. Familiarisation with the different formats used for planning in own school
4. Exploring ways in which the department might contribute to the school's Strategic Development / Management Plan
5. Produce a departmental development plan or review and, if necessary, update an existing plan
6. Produce a departmental budget submission for the next academic year and document the process
7. Optional M-level activity: Reflection on further key reading

“It is a privilege to be a Head of Department in a school, and with that privilege comes the responsibility to develop one's professional and managerial practice. The two years of ISQAM has really helped me to do that.” (ISQAM Level 2 participant)
