

Developmental Leadership Supervision Diploma

The general goals of the program and its sub-objectives:

This program aims to:

- Develop the professional competencies of developmental supervisors to carry out their development tasks.
- Develop the capabilities of teachers and improve their practices in the classroom and school contexts in a way that achieves distinctive student-centered learning.
- grant a certificate of professional diploma to supervisors in educational supervision, approved by the Accreditation and Quality Authority

The sub objectives of the program are:

- developing participants' educational philosophies and orientations
- to develop the administrative and leadership skills of supervisors to be able to support the school community in achieving the areas of an effective Palestinian school, its standards, levels, and implementing it in school development (for example: create partnerships with local community and institutions.
- developing the skill of individual and group planning to develop the capabilities of teachers according to their individual needs and develop the capabilities of students in the specialization of the school-level supervisor, such as developing a mathematics supervisor for plans to improve the level of students in mathematics with the participation of mathematics teachers.
- Developing the competencies of supervisors in enhancing developmental supervision in its Palestinian form, and dealing with individual differences of teachers and supporting them according to this.

- Developing the capacity of supervisors to work within the professional learning communities of supervisors.
- Promoting positive attitudes towards the profession of educational supervision.
- Developing of supervisors' skill in preparing and adapting action research in order to improve teaching and learning processes.
- Developing supervisors' skills in using technology, implementing and integrating it in the educational process and supporting its use in schools.
- Developing supervisors' skills in the processes of mentoring teachers and guiding them professionally (Mentoring).
- –Developing supervisors' skills in developing developmental projects with the participation of the teaching and administrative staff and students.

4.3 The desired educational outcomes of the program (ILOs):

- The participants are expected to have the following competencies:
- The objectives, importance, methodology, and graduation requirements of the program are familiar for the participants.
- The philosophy of participants is written on education and developmental supervision.
- The fields, standards and indicators of the Palestinian school are clear.
- Teacher professional competencies and rubrics of their indicators are clear to the participants.
- Tools for teacher's performance evaluation are identified.
- Promoting authentic self–assessment and its importance for teachers.
- Using self–assessment tools effectively.
- Analyzing the results of the teachers' evaluation in the fields of managing the teaching and learning processes.
- Determining the educational development priorities in the school and their actual needs.
- Developmental supervisors' roles as education leaders are clear.

- Building developmental plans to support the teaching and learning process in the light of self-evaluation.
 - The concept of the developmental project is identified and clear.
 - Cooperative developmental projects within the field of managing the teaching and learning processes in the schools that they follow.
 - Project evaluation criteria are clear and agreed upon.
 - –Action researches to develop the performance of supervisors and teachers, which positively affects their work.
-
- Using professional guidance and counseling for teachers in an effective manner that supports solving teachers' class problems.
 - Clear international models for educational supervisors.

4.4 The degree that will be awarded by the program:

The program is a training program, the trainee who completed the graduation requirements gets a professional diploma degree in educational supervision, but it is not an academic program since we rely on comprehensive concept of training to implement the program and not on lectures or accredited academic hours, which leads to a total difference in the methodology of management and implementation, It will not depend on approved courses and books, but training and reference materials in addition to applied tasks implemented in the educational field.

4.5 List of training program chapters

The program consists of four main chapters that link the theoretical framework and practical applications in school and class contexts, and enhance the administrative and leadership supervisor competencies, educational learning competencies, and supervisory competencies. These chapters are:

- Chapter one: Planning for school development, which consists of four sections:
 - –The philosophy of developmental supervision in the Palestinian context.

- Standards for an Effective Palestinian School.
 - Development for evaluation.
 - Planning for development.
-
- Chapter Two: The foundations of teaching and learning and its strategies, and it consists of four sections:
 - Theories of learning and learner-centered learning
 - Authentic assessment and its use in classroom contexts.
 - Blending technology in the teaching, learning and educational supervision processes.

Chapter Three: Supervisory Competencies, which consists of three sections:

- Continuing professional development in learning communities
- Action Researches

Chapter Four: The actual situation of educational supervision and the ways to improve it according to developmental supervision.

- International models in educational supervision.

Educational supervision: a future outlook towards development

The specialized diploma program consists of (12) training modules focus in their topics on the standards of an effective Palestinian school, the professional competencies of the Palestinian teacher, and developmental supervision, it starts with evaluation and then planning and developing capabilities and support for the classroom and school environment, developing projects, and then activating teaching and learning, and evaluation strategies in authentic contexts, the development of effective learning societies, and action researches that supports continuous professional development in addition to the investment of supervisors' performance development to support the development of teachers 'skills, each according to his abilities, to reach influential and effective supervision.

5.6 Description of the training modules and their sub objectives and its relationship to the goals and the outcomes of the program:

Number of training hours					
Total	Practical application	Learning circle	Face-to-face		
				Planning for school development	first chapter
25	16	3	6	The philosophy of developmental supervision in the Palestinian context	1-1 Section
34	22	6	6	Effective Palestinian school fields and standards	2-1
36	24	6	6	l evaluation for development	3-1
36	24	6	6	planning for development	4-1
				The fundamentals of teaching and learning and its strategies	Second chapter
42	30	6	6	Teaching and learning	1-2 Section
45	30	3	12	Authentic assessment and its use in classroom contexts	2-2
48	30	6	12	Integration of technology in teaching, learning and educational supervision	3-2
				Supervisory competencies	Third chapter
48	36	6	6	Continuing Professional Development (Professional	1-3 Section

				Learning communities and (Action Researches		
42	30	6	6	Selected Topics in the field of Specialization (Several modules according to each (Specialization	2-3	
39	30	3	6	Supervisory models in the world	3-3	
395	272	51	72			