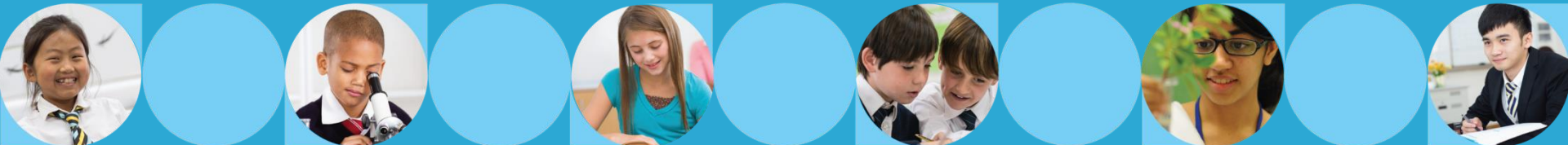


Developments in Cambridge's support for helping teachers and schools improve

Lee Davis
Deputy Director, Education

September 2019



Overview

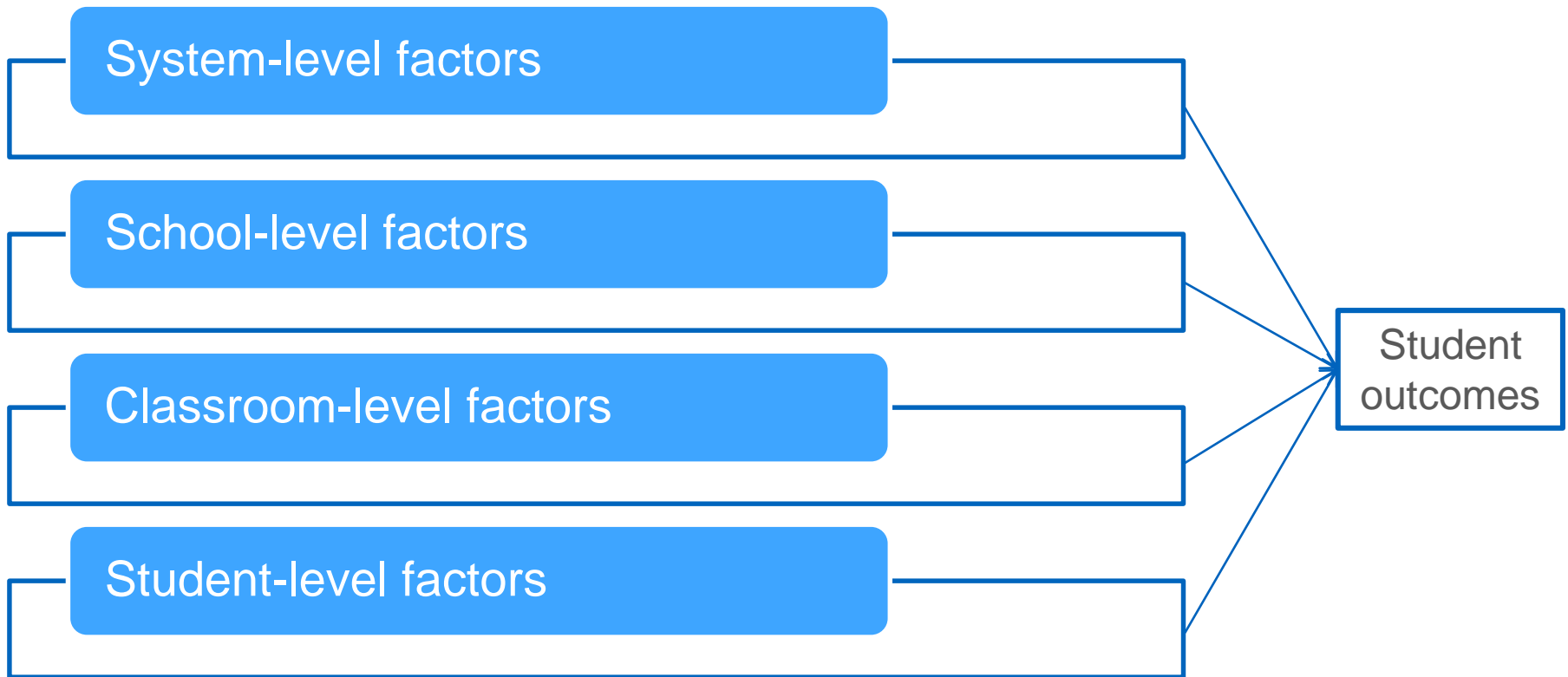
- ▶ Teacher and School Leader evaluation
- ▶ Programme evaluation toolkit
- ▶ School Self-Evaluation
- ▶ Professional Development
- ▶ Resources for schools

Tuning in...

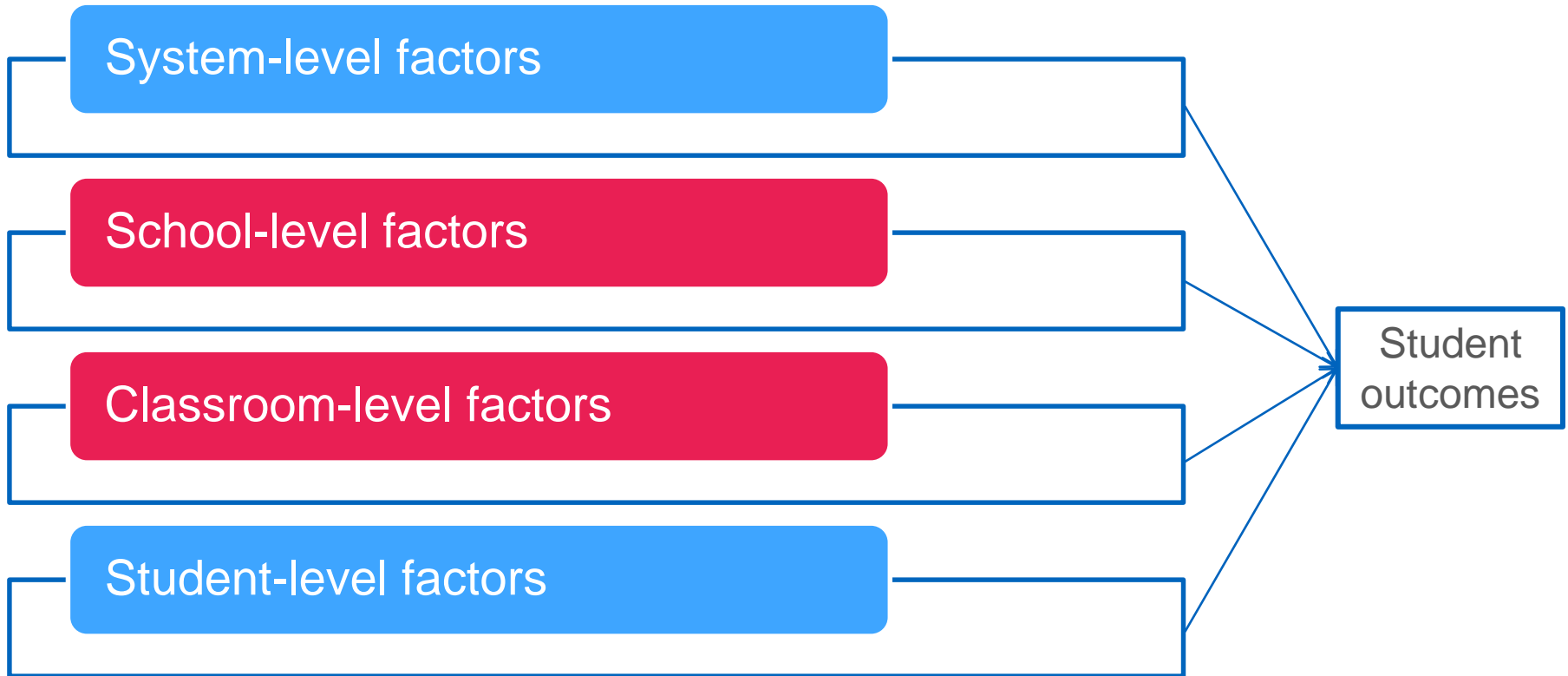
How do you currently go about the process of
'getting better'?

(Share with the person sitting next to you)

Multi-Level Factors



Multi-Level Factors



School Leader and Teacher Standards



Cambridge School Leader Standards



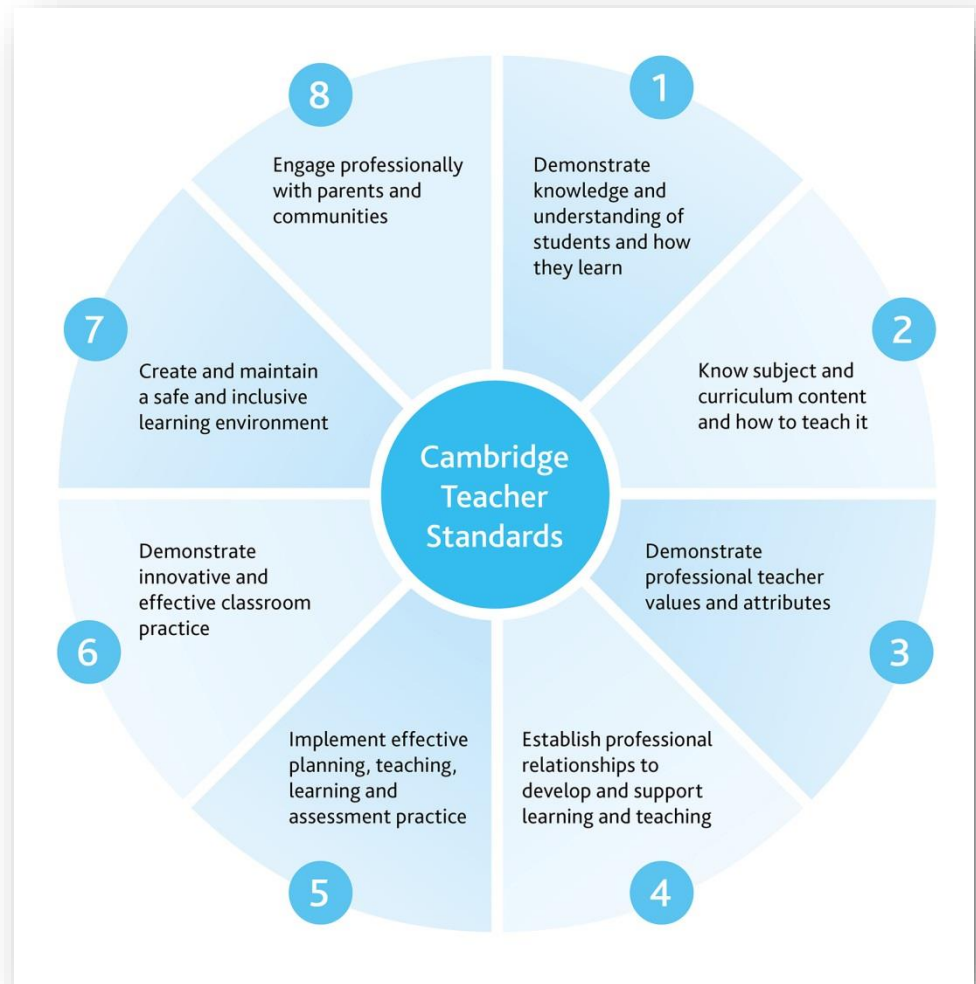
S5 Leading teaching and learning

5.1 ...

5.2 lead, motivate and hold teachers accountable for developing effective teaching plans and activity programmes that take account of the developmental and learning needs of all their students, as well as developments in their subject and subject teaching.

5.3 promote and model collaboration between individual teachers and teams, to evaluate and share effective practice and to develop curriculum knowledge and teaching skills.

Cambridge Teacher Standards









S5 Implement effective planning, teaching, learning and assessment practice

- 5.1 plan for progression in learning by designing effective learning sequences within lessons and across series of lessons
- 5.2 set explicit, challenging and achievable learning goals for all students
- 5.3 use an appropriate range of teaching strategies, learning activities and resources which develop the students' required knowledge, skills and understanding, and which promote equality and inclusion
- 5.4 ...

Resources to support the Standards

The screenshot shows the Cambridge Assessment International Education website. At the top, there is a navigation bar with 'Go to our other sites', 'Change language / country', and social media icons. Below this is the Cambridge Assessment International Education logo and a search bar. A secondary navigation bar contains links for 'About us', 'Why choose us', 'Programmes & qualifications', 'Exam administration', 'Support & training for schools', 'Working with governments', 'News & blog', and 'Help'. The main content area features a purple header and a left-hand sidebar with a list of navigation options: 'Cambridge Professional Development Qualifications', 'Cambridge school leader and teacher standards' (highlighted), 'Curriculum', 'Programme', 'Become a Centre', 'Support from Cambridge', 'Find a Cambridge PDQ Programme', and 'Cambridge International Award in Teaching and Learning'. The main content area displays the breadcrumb trail: 'Home > Support and training for schools > Cambridge Professional Development Qualifications > Cambridge school leader and teacher standards'. The title 'Cambridge school leader and teacher standards' is prominently displayed. Below the title, there is a question: 'What does 'good teaching' and 'good leadership' look like in practice and how can we improve?'. The text explains that the standards define key characteristics of effective teaching and leadership, focusing on supporting teachers and leaders in their professional learning and development. It states that the standards are based on the latest international research into effective teaching and school leadership, taking into account a wide range of international practices and advice from education experts around the world. A download link is provided: 'Download the Standards factsheet (PDF, 2MB) to find out more about how and why we developed the standards.' Below this, the section 'Cambridge Teacher Standards' is introduced, followed by a link to a PDF file: '(PDF, 662KB) You can use the Cambridge Teacher Standards to:'. A list of bullet points begins with 'evaluate current teaching practice'. A small thumbnail image of the 'Cambridge Teacher Standards' PDF is also visible.

Go to our other sites ▾ Change language / country 🌐     

 **Cambridge Assessment International Education**

About us ▾ Why choose us ▾ Programmes & qualifications ▾ Exam administration ▾ Support & training for schools ▾ Working with governments ▾ News & blog ▾ Help

> Cambridge Professional Development Qualifications

> **Cambridge school leader and teacher standards**

> Curriculum

> Programme

> Become a Centre

> Support from Cambridge

> Find a Cambridge PDQ Programme

> Cambridge International Award in Teaching and Learning


Home > Support and training for schools > Cambridge Professional Development Qualifications > Cambridge school leader and teacher standards

Cambridge school leader and teacher standards

What does 'good teaching' and 'good leadership' look like in practice and how can we improve?

Our Cambridge Teacher and School Leader standards define what we believe to be key characteristics of effective teaching and leadership. They focus on supporting teachers and leaders in their professional learning and development.

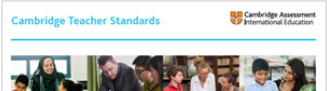
The Standards are based on the latest international research into effective teaching and school leadership, taking into account a wide range of international practices and advice from education experts around the world.

Download the  [Standards factsheet \(PDF, 2MB\)](#) to find out more about how and why we developed the standards.

Cambridge Teacher Standards

[\(PDF, 662KB\)](#) You can use the Cambridge Teacher Standards to:

- evaluate current teaching practice



<https://www.cambridgeinternational.org/support-and-training-for-schools/professional-development-qualifications/school-leader-teacher-standards/>

Resources to support the Standards

Teacher and School Leader Standards

You are on page 1/2



Using the Standards to reflect on your teaching and leadership

Background

You can use our Teacher and School Leader Standards to manage your development by reflecting on your strengths and needs and identifying your priorities for improvement in teaching, learning and leadership. You can do this using our 'RAG' tool

How will this help me?

'RAG' stands for **R**ed **A**mber and **G**reen - as in traffic lights. The traffic light rating system is a well-established and effective approach. It allows you to judge reasonably quickly how you think you are doing and to indicate this by selecting:

- R** for Red - needs attention
- A** for Amber - can be improved
- G** for Green - going well

This RAG tool will help you to evaluate how you are doing by giving you relevant questions to focus your thinking about a particular standard. It also gives you some real examples to help you visualise what the standard looks like in practice.

You will find the tool useful personally to:

How does it work?

The RAG grids are in Word for ease of use and the zip files contain all the grids for Cambridge Teacher or Cambridge School Leader organised into folders by Standard.

In the grid for each standard statement you will find the following sections:

- The statement
 - as specified in the Cambridge Standards
- Ask yourself
 - the key questions for you to consider
- How do you know?
 - examples of what you can look for.

RAG rating allows you not only to pinpoint but also to see how you are doing overall. So on the grid for each question and/or overall you can RAG rate, and you can compare your RAG rating for one statement with another. Do this in the box provided on the grid with colour, tick, symbol, or whatever works for you.

You can use the RAG tool for a particular standard statement, standard, or a number of standards. It is up to you given your needs and your context. You do not need to consider all of the standards, and certainly not all 'in one go'.

RAG grids

STANDARD 5 Leading teaching and learning



5.2 lead, motivate and hold teachers accountable for the development of effective teaching plans and activity programmes that take account of the developmental and learning needs of all their students as well as developments in their subject and subject teaching

Ask yourself and your team:

- | | R | A | G |
|---|---|---|---|
| <ul style="list-style-type: none"> Do you engage teachers in professional dialogue, drawing on external ideas and research to inform their thinking and actions? Do you celebrate quality and challenge low expectations/ low performance? Do you engage in systematic, on-going monitoring of teaching, including classroom observations, learning walks, book scrutiny, scrutiny of lesson plans and scheme of work, as well as a review of student outcomes/ student progress? Do you build a culture of evaluation where improvement of learning and teaching is central? | | | |

How do you feel you are doing overall?

How do you know?

e.g.

- you are engaged in Cambridge Professional Development Qualifications or other similar programmes
- you encourage and expect all teachers to engage in professional learning programmes such as Cambridge PDQs
- you encourage teachers to engage with subject examination boards
- your 'lead teachers' are examiners for external examinations
- you have robust quality assurance systems for teaching and learning.

Programme Evaluation Toolkit

Research Toolkit

You are on page 1/5



Investigating the impact of your PDQ programme



Background

This basic kit of research tools will help you to investigate, understand and measure the impacts of your Cambridge PDQ programme and to evaluate its effectiveness as a vehicle for sustained school-based professional learning.

The broad question is 'what is the impact of introducing and running a PDQ programme on learning, teaching and leadership?' Simply put: what effect(s) in quality as a result of the PDQ experience can we find, how much of an effect can we measure and what conditions do we need to take into account? This is not to presume that there will (always) be a visible or measurable effect or that all such effects are inevitably positive. We also need to be confident enough that an effect can be attributed at least partly to the PDQ.

How will the toolkit help?

Further reading

Planning your inquiry

For further advice on evaluation and inquiry, see: Cambridge Assessment International Education (2018) *Getting Started with Evaluating Impact*.

Knowledge and confidence

For an explanation of using effect sizes, see Davis, L. (2017) 'Understanding the impact of classroom practice on student progress' in the series 'Approaches to learning and teaching in...' Cambridge: Cambridge University Press.

Programme Evaluation Toolkit

- ▶ Teacher self-efficacy and knowledge
 - ▶ Confidence
 - ▶ Knowledge – before and after
- ▶ Classroom practice
 - ▶ Observation protocol
 - ▶ Critical incident reflection
- ▶ Student voice
 - ▶ Assessment protocol
 - ▶ Student feedback

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School Self-Evaluation



Whose perspective?



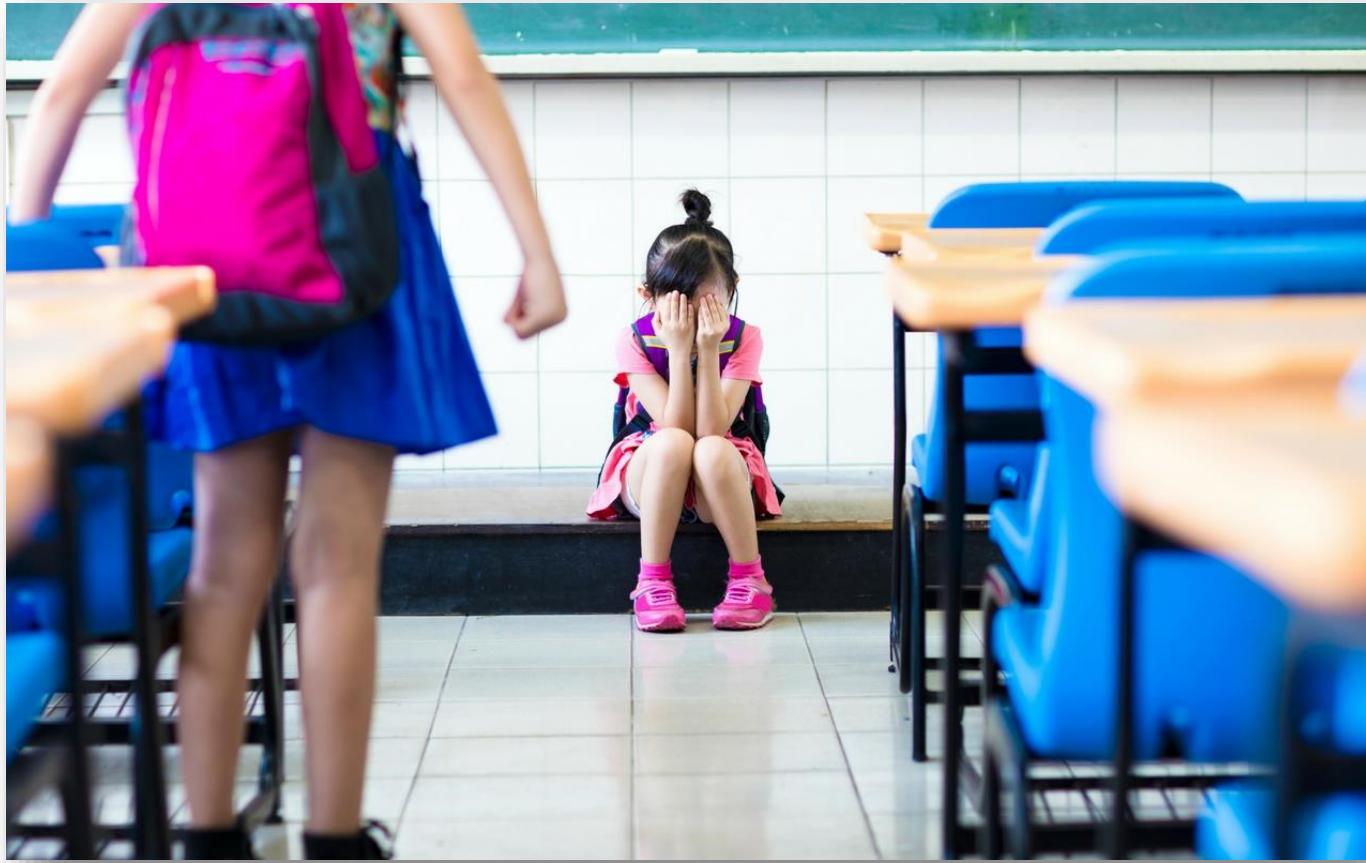
Whose perspective?



Whose perspective?



Whose perspective?



Whose perspective?



Whose perspective?



Three dimensions of school evaluation

External



Internal

Pressure

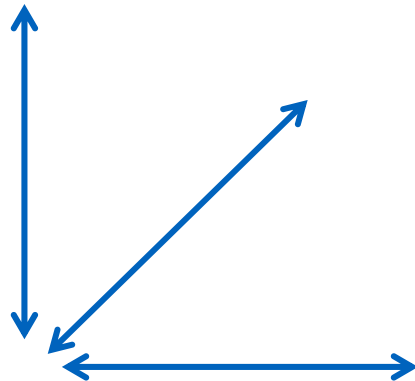


Support

Top-down



Bottom-up



Optimum blend of all three – determines whether schools will grow and flourish or stagnate and decline.

What is an effective school?

Effective schools:

....are those that successfully progress the learning and development **of all of their students**, regardless of intake characteristics, beyond the normal development curve.

Cambridge Model - Domains

1. School mission and values
2. School management and leadership
3. Quality of teaching and learning
4. Resources for learning
5. School community engagement

Cambridge Model - Domains

1. School mission and values
2. School management and leadership
3. **Quality of teaching and learning**
4. Resources for learning
5. School community engagement

Cambridge - Standards

Domain 3 – Quality of Teaching and Learning

1. The school's written curriculum is fully articulated and made available to the school community.
2. The school is committed to an ongoing and rigorous review of its academic programme to ensure quality outcomes for all.
3. Teachers and teaching are of an excellent quality and are enhanced by systematic, high quality professional development opportunities.
4. The teaching and learning programme caters effectively for individual student needs.
5. Formative assessment (assessment for learning) is embedded into classroom practice throughout the school.
6. Students at the school are actively engaged in their studies, think reflectively, and exhibit a love of learning.
7. Students demonstrate behaviours and attitudes that are consistent with the school's mission and values.
8. Student transitions from year to year are managed effectively and seamlessly.

Cambridge - Standards

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8. Student transitions from year to year are managed effectively and seamlessly.

Gathering data from Students

Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]

Data from **Students**:

- ▶ *My teachers provide me with feedback about my learning on a regular basis.*
- ▶ *My teachers help me to understand the mistakes I have made.*
- ▶ *My teachers regularly mark my work and return it to me promptly.*
- ▶ *My teachers provide support when I am having difficulties.*
- ▶ *I am encouraged to give feedback to teachers on my learning.*
- ▶ *In my assignments, I know what I have to do to be successful.*

Gathering data from Teachers

Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]

Data from **Teachers**:

- ▶ *In my classes, I use a broad range of assessment tasks.*
- ▶ *Students have opportunities to provide written feedback about their learning.*
- ▶ *Students have opportunities to improve their work after they receive feedback.*
- ▶ *It is important to show students what success looks like in their learning.*
- ▶ *I always give students written feedback about their work.*
- ▶ *I use a range of formative assessment strategies to plan the next steps in my students' learning.*
- ▶ *I know what the key concepts are for my curriculum area and pay particular attention to them in my classroom practice.*

Gathering data from Parents/Carers

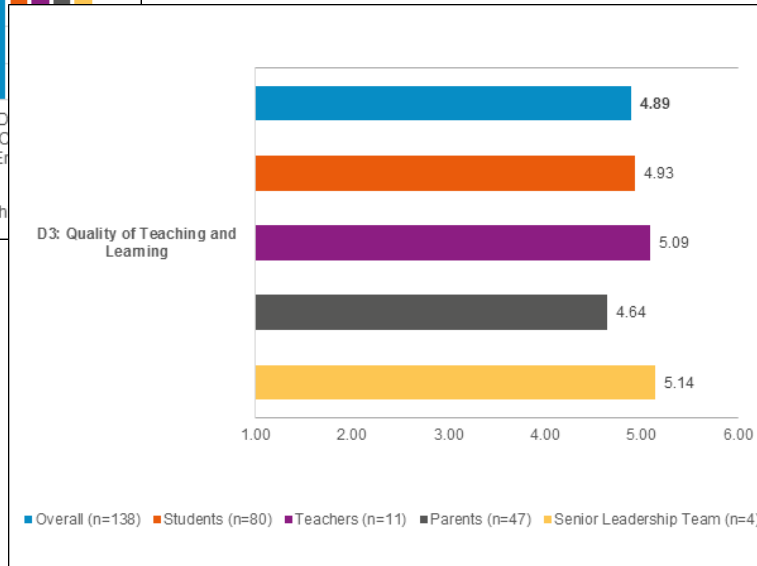
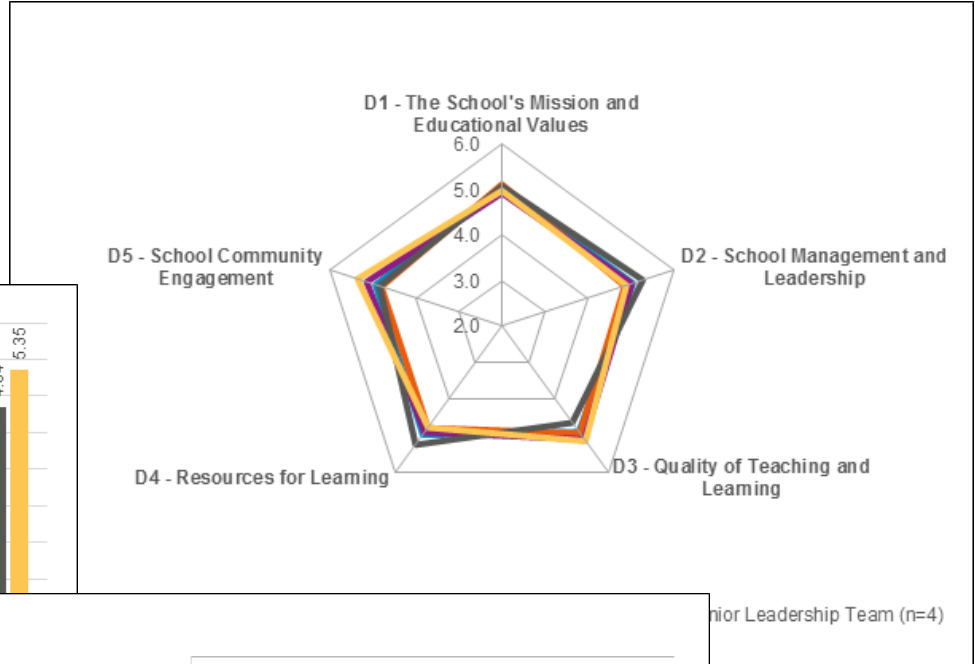
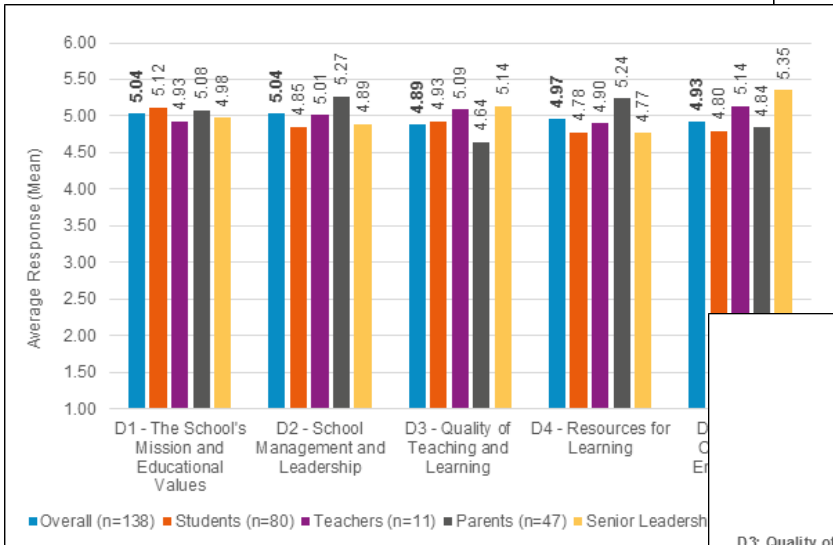
Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]

Data from **Parents and Carers**:

- ▶ *Teachers provide feedback through written comments on assignments.*
- ▶ *Our children receive individual attention with any difficulties they may encounter.*
- ▶ *Our children know where they are in their learning and what they have to do next to improve.*

School Self-Evaluation

Examples of charts included in the Self-Evaluation report, showing school performance based on feedback.



Cambridge Consultancy Services

- ▶ Whole-school improvement strategies
- ▶ Improving classroom practice
- ▶ Developing effective leadership and management
- ▶ Inclusive education
- ▶ Teacher recruitment and retention, etc
- ▶ Assessment for learning
- ▶ Teacher evaluation and growth
- ▶ Supporting the whole-child's development
- ▶ The school community – engagement and communication
- ▶ Good governance
- ▶ Programme evaluation
- ▶ Etc...

Professional Development



Professional Development - *Enrichment*

- > Training

- > Events and training calendar

- > Introductory training

- > Extension training

- > **Enrichment Professional Development**

- > Online learning

- > Working with training providers

[Home](#) > [Support and training for schools](#) > [Training](#) > Enrichment Professional Development

Enrichment Professional Development



Our Enrichment Professional Development is perfect for teachers and school leaders who want to transform their approach to teaching.

We design our Enrichment workshops to be dynamic and engaging. Our experienced trainers encourage teachers and leaders to reflect on their professional practice and help them to develop practical strategies they can use in their schools. Participants are also encouraged to share ideas and learn from other members of the Cambridge community.

Professional Development

Teachers – *Enrichment*:

- ▶ Active Learning and Assessment for Learning
- ▶ Metacognition and Effective Classroom Talk: enhancing student learning
- ▶ Language Awareness
- ▶ The Inclusive Classroom: differentiated learning
- ▶ Understanding Impact for Teachers and Middle Leaders: how do I know if I'm making a difference to my learners?

Professional Development

School Leaders – *Enrichment*:

- ▶ Primary Curriculum Coordinators
- ▶ Understanding Impact for Senior Leaders: how do I know if I'm making a difference to my learners?
- ▶ Developing your Leadership with Cambridge

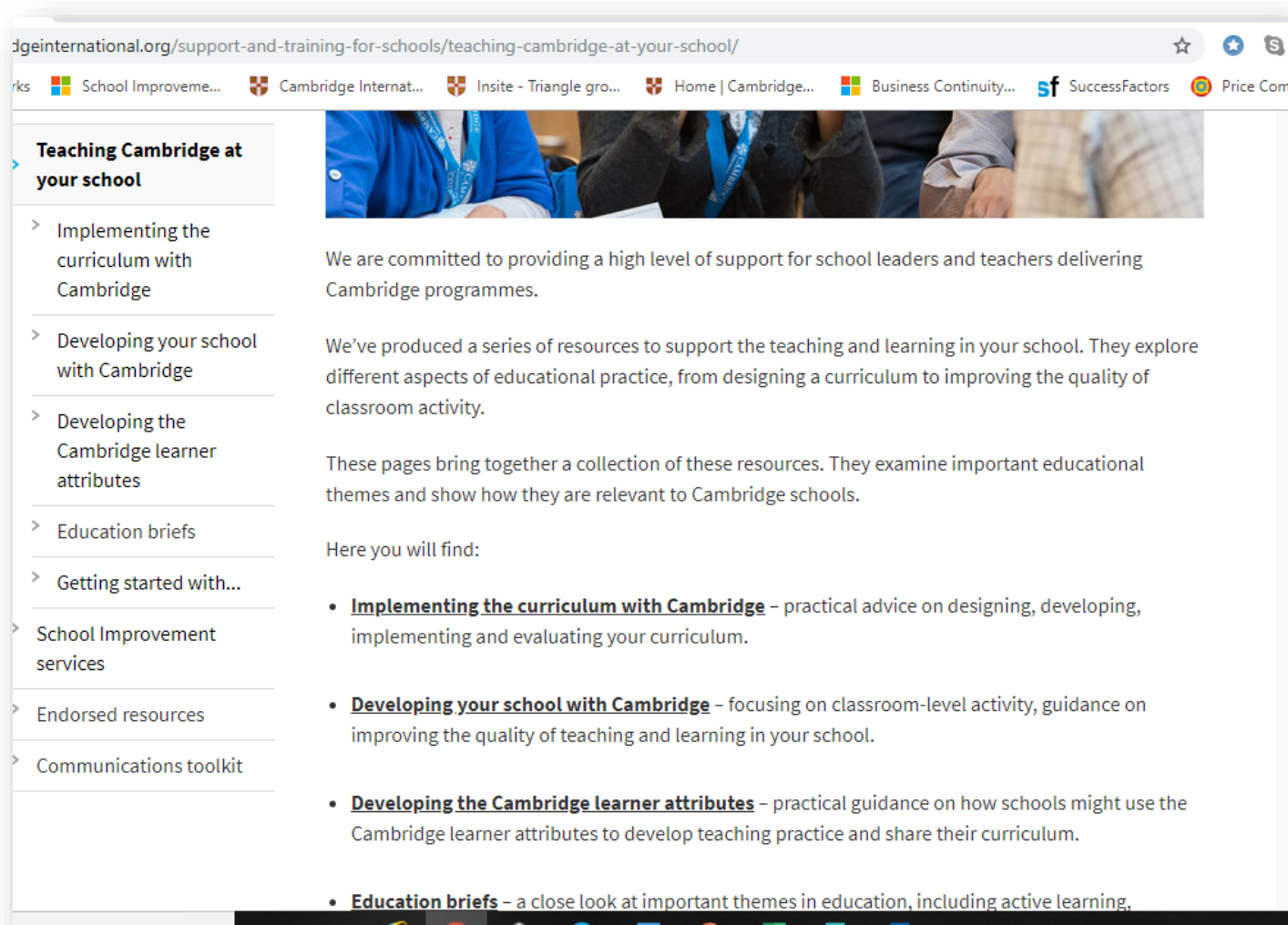
Professional Development Qualifications

1. Teaching and Learning
2. Teaching Bilingual Learners
3. Teaching with Digital Technologies
4. Educational Leadership
 - ▶ School-based
 - ▶ Continuous
 - ▶ Portfolio-assessed
 - ▶ Certificate and Diploma

Resources



Teaching Cambridge at your school...



The screenshot shows a web browser window with the URL <https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/>. The page features a navigation menu on the left with the following items: Teaching Cambridge at your school, Implementing the curriculum with Cambridge, Developing your school with Cambridge, Developing the Cambridge learner attributes, Education briefs, Getting started with..., School Improvement services, Endorsed resources, and Communications toolkit. The main content area includes a header image of students, a paragraph stating the organization's commitment to support school leaders and teachers, a paragraph about a series of resources, a paragraph about a collection of resources, a section titled 'Here you will find:' followed by a bulleted list of resources:

- Implementing the curriculum with Cambridge** – practical advice on designing, developing, implementing and evaluating your curriculum.
- Developing your school with Cambridge** – focusing on classroom-level activity, guidance on improving the quality of teaching and learning in your school.
- Developing the Cambridge learner attributes** – practical guidance on how schools might use the Cambridge learner attributes to develop teaching practice and share their curriculum.
- Education briefs** – a close look at important themes in education, including active learning,

Getting Started With...

The screenshot shows the Cambridge Assessment International Education website. At the top left is the logo and name. A search bar is on the top right. A navigation menu is below the search bar. The main content area has a purple header. On the left is a sidebar with a list of topics. The main content area has a breadcrumb trail, a title, a paragraph of text, a second paragraph, and a list of links.

Cambridge Assessment International Education

Google Custom Search

About us ▾ Why choose us ▾ Programmes & qualifications ▾ Exam administration ▾ Support & training for schools ▾ Working with governments ▾ News & blog ▾ Help

Teaching Cambridge at your school

Implementing the curriculum with Cambridge

Developing your school with Cambridge

Developing the Cambridge learner attributes

Education briefs

Getting started with...

Home > Support and training for schools > Teaching Cambridge at your school > Getting started with...

Getting started with...

These interactive resources introduce and develop key areas of teaching and learning practice. They link what the research says with what happens in the classroom, and provide new ideas to help you get started.

In each resource, we explore the theory, discuss the benefits and consider some practical examples. Teachers and researchers share their experiences, and reflective questions will help you to think about how you can apply what is being discussed in your lessons.

[Getting started with Key Concepts](#)

[Getting started with Active Learning](#)

[Getting started with Assessment for Learning](#)

[Getting started with Language Awareness](#)

[Getting started with Mentoring](#)

[Getting started with Metacognition](#)

[Getting started with Reflective Practice](#)

[Getting started with Peer Observation](#)

[Getting started with Evaluating Impact](#)

Thank you
Any questions?

