

Cambridge Professional Development Qualifications

A guide for Cambridge school leaders

Cambridge
Professional
Development



CAMBRIDGE
International Examinations

Excellence in education

Cambridge teachers

Cambridge supports teachers to become:

- **confident** in teaching their subject and engaging each student in learning
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners themselves, developing their practice
- **innovative** and equipped for new and future challenges
- **engaged** intellectually, professionally and socially, ready to make a difference.



Accreditation by the Institute of Education, University of London

Cambridge Professional Development Qualifications are accredited by the Institute of Education. The Certificates are accredited with 60 credits at Level 4 of the Quality Assurance Agency Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). The Diplomas are accredited with 60 credits at Level 5.

The Institute of Education is ranked as the world's top education research centre.

Cambridge Professional Development Qualifications

Cambridge Professional Development Qualifications (Cambridge PDQs) provide a strong framework to support the effective continuing professional development of teachers and leaders.

They help teachers and leaders to:

- engage critically with relevant concepts, principles, theories and international best practice
- apply new ideas and approaches in reflective practice
- evaluate experiences and outcomes to plan further development
- improve the quality of their teaching and leadership to enhance the quality of their learners' learning.

Professional learning draws on the candidate's own teaching and learning environment – making the qualifications immediately applicable and relevant. Cambridge PDQs are designed to be integrated into your school's professional development programme. They can help your school to improve through cost-effective, sustainable programmes which benefit teachers and their learners. Cambridge PDQs are a

mark of excellence for the teacher, leader and their school. We assess candidates' evidence of professional development to our international standards. The qualifications can help to improve your teachers' professional profile and are valued for further professional and career development. They will also demonstrate to your parents, the school community and stakeholders that your school values and nurtures staff development.



Cambridge Professional Development Qualifications are offered in schools, colleges and training organisations **around the world**

Based on international **best practice** in teaching and training

Can be **tailored** to your school's needs

About us

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation. Our qualifications are recognised by the world's universities and employers. We understand education. More than 10 000 schools in over 160 countries are part of the Cambridge learning community. We invest constantly in research and development to improve our programmes and qualifications.

Continuing to reflect best practice

We have updated our Cambridge Professional Development Qualifications so that they continue to reflect the latest research and best practice in professional development, teaching and learning.

The new syllabuses are available for first teaching from September 2014 and first assessment from January 2015. Our new suite of qualifications covers four themed areas:

- Teaching & Learning
- Teaching Bilingual Learners
- Teaching with Digital Technologies
- Educational Leadership

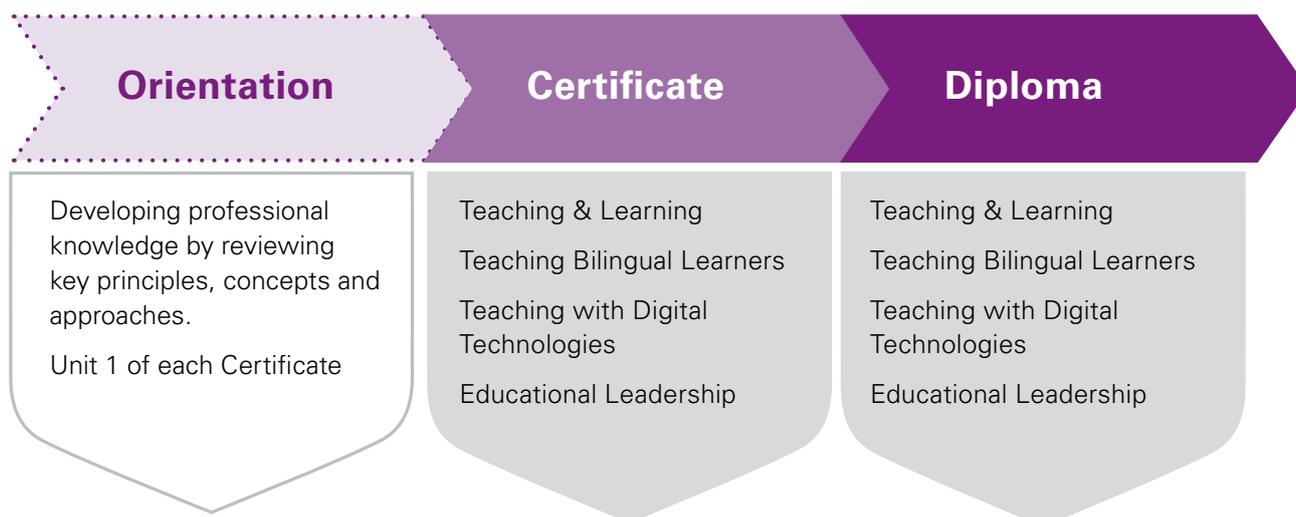
New developments

- All Cambridge PDQs are available at both Certificate and Diploma level, with the Certificate providing a strong foundation for the Diploma.
- Cambridge Professional Development Qualifications are accredited by the Institute of Education (IOE), University of London. The IOE is ranked as the world's top education research centre*. IOE accreditation offers our successful candidates a clear pathway to further professional development. The IOE provides a wide range of relevant professional development courses, for international education professionals, at all stages of their careers. Full-time, part-time and online options allow for flexible study and research.
* 2014 QS World University Rankings
- An increased focus on authentic reflective practice based on sound teaching knowledge that helps candidates to apply what they are learning in their practice and to demonstrate their understanding and skills.



- A consistent design approach across all qualifications and a systematic presentation of key features such as learning outcomes.
- An improved network of organisations offering Cambridge PDQs gives Cambridge teachers better access to quality programmes, with a balance between school-based and training centre-based provision.
- A new online Programme Leader Induction course and online community, providing core resources and support for Programme Leaders.

Cambridge Professional Development Qualifications



Running a Cambridge Professional Development Qualification programme

Cambridge supports a comprehensive network of organisations running Cambridge PDQ programmes that together make the qualifications accessible to Cambridge schools, teachers and leaders.

By offering Cambridge PDQs, you have the opportunity to become a recognised centre of excellence for teacher professional development in your area, and also to develop a programme of professional development that meets the particular needs of your organisation, teachers and learners.

Types of organisation offering Cambridge PDQs

Organisations offering Cambridge PDQs are called Cambridge Professional Development Centres. There are two main types of Centre:

Cambridge school

Cambridge schools running an internal, school-based programme for their own teachers or a programme open to Cambridge teachers in their local area.

Cambridge Professional Development provider

Training providers running an external programme for Cambridge teachers in their local area.

Becoming a Programme Leader

The Programme Leader is responsible for designing and managing the programme(s). The Programme Leader:

- organises the learning environment and resources for the programme
- leads the training team for the programme, including monitoring the quality of training (e.g. through supportive observation)
- shares the training work with colleagues in the team
- monitors progress and gives feedback to the group to support them throughout the programme
- monitors and supports the learning of particular teachers for whom the programme leader is acting as trainer
- liaises with the school's senior leadership team to ensure that they support the programme appropriately
- acts as contact point with Cambridge for matters relating to the programme
- makes sure that Cambridge requirements are being met locally
- evaluates the programme to plan further development.

The Programme Leader is normally working with a programme team which includes trainer(s) for the programme. Trainers:

- design and manage learning activities for particular aspects of the programme, following the design of the programme and the lead from the Programme Leader
- prepare the learning environment and resources for the activities for which they are responsible
- cooperate with colleagues in the training team
- monitor progress and support the learning of particular teachers
- liaise with the programme leader to advise on the ongoing evaluation of the programme.



Important information

Programme Leaders must meet Cambridge criteria. They must have:

- a nationally recognised teaching qualification (e.g. PGCE or DipEd) or hold a Delta (Diploma in Teaching English to Speakers of Other Languages) qualification.
- a minimum of five years of teaching experience.
- a minimum of two years in a position of responsibility for teacher development.
- provide evidence of competence in their chosen specialism.

Running a Cambridge Professional Development Qualification Programme continued

Training and support from Cambridge for Programme Leaders

Each nominated Programme Leader must complete the online Programme Leader Induction course for the particular Cambridge PDQ they are leading. The online Programme Leader Induction course provides core and syllabus-specific resources for Programme Leaders to use with their learners.

Participants are expected to give five hours each week during the course and then submit a detailed programme plan. The course takes between five (Certificate) and seven weeks (Diploma).

This helps ensure quality standards across programmes, but still allows enough flexibility within the scope of the syllabus to ensure that programmes meet the specific needs of teachers.

We are also developing an online community for Programme Leaders so they can share ideas, experience and best practice.

Cambridge provides feedback to Programme Leaders from examiners after each month's grading. This feedback helps Programme Leaders to adapt and strengthen their programme.

Not a Cambridge school?

If you have not started the registration process to become a Cambridge school, please contact your local Cambridge representative.

How to be approved to offer a Cambridge PDQ programme

The approval process takes approximately three months and involves the following quality assurance steps, which are explained fully in the guide *Becoming a Professional Development Qualification Centre*:

Step 1: Contact Cambridge and then discuss with your regional representative

Contact our Centre Support team by email at centresupport@cie.org.uk and answer some simple questions. They will then put you in touch with your representative who will discuss the particular Cambridge PDQs you are interested in, and the kind of programme you would like to run. The representative will provide you with our application form.

Step 2: Ensure programme is supported by the leadership team

In order to be approved you must have support from your school leadership team or head of your organisation. You must also nominate a suitable person as the Programme Leader. The Programme Leader will design and manage the programme.

Step 3: Complete the application

The nominated Programme Leader must submit the completed application form, authorised by the head of their organisation.

Step 4: Programme Leader training

Once the application is accepted by Cambridge, the nominated Programme Leader can enrol on the next available online Programme Leader Induction course.

Step 5: Programme design

During the online course, the nominated Programme Leader designs their programme plan and submits it with a rationale to Cambridge for review.

Step 6: Approval

Once the programme plan and rationale have been approved by Cambridge, the Programme Leader is accredited, the organisation is approved and the planned programme can start.

Qualifications overview

Who are Cambridge Professional Development Qualifications for?

The Cambridge PDQs are for practising teachers and education leaders. Each syllabus sets out specific candidate requirements.

The Cambridge PDQs are particularly relevant to Cambridge schools. They are an integral part of our professional development offer and increasingly a vital element of the professional development journeys of Cambridge teachers and leaders.

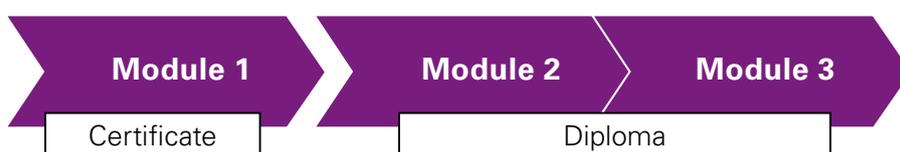


What is the qualification structure?

| | Module 1 | Module 2 | Module 3 |
|--------------------------------|--|--|--|
| Learning hours in preparation | 120 | 120 | 120 |
| Recommended programme duration | 4 months | 4 months | 4 months |
| Assessment | Portfolio of evidence of practice, learning and reflection | Portfolio of evidence of practice, learning and reflection | Portfolio of evidence of practice, learning and reflection |
| Evidence length | 3600 words with work-based records | 3600 words with work-based records | 2400 words with work-based records |



Each module must be completed successfully before moving to the next. The Diploma comprises all three Modules.



Module 1 can be taken on its own as the Certificate. Candidates can then progress to Modules 2 and 3 to complete the Diploma.

Qualifications overview continued

Cambridge International Certificate and Diploma in Teaching & Learning

| Certificate | Diploma |
|---|---|
| <p>Teachers will:</p> <ul style="list-style-type: none">• understand principles of learning and teaching and apply these principles to their own practice• articulate their own personal theory of learning• design coherent learning activities that focus on planning for active learning and teaching• use approaches to teaching and learning appropriately to help learners to learn more effectively• develop their reflective practice skills to help them evaluate and develop their own practice• learn collaboratively, supported by their colleagues. | <p>Teachers will:</p> <ul style="list-style-type: none">• understand principles of learning and teaching and relate these critically to their own practice• critically engage with educational theory and research evidence to inform and develop their professional thinking• design coherent lessons and programmes that focus on planning for active learning and teaching• use a variety of approaches to teaching and learning appropriately to help learners to learn more effectively• develop their personal reflective practice skills enriched by ideas and experience from external sources• learn collaboratively, supporting and supported by their colleagues. |



Cambridge International Certificate and Diploma in Teaching Bilingual Learners

| Certificate | Diploma |
|---|---|
| <p>Teachers will:</p> <ul style="list-style-type: none"> • understand the challenges of learning through an additional language, and estimate the language levels of their learners and themselves • understand principles of teaching bilingual learners through an additional language, through reading, observation and discussion – they will apply these principles to their own practice • design individual lessons focused on content and language • implement and evaluate individual lessons focused on content and language • reflect on and evaluate their own practice in order to help learners learn content through an additional language more effectively • learn collaboratively, supported by their colleagues. | <p>Teachers will:</p> <ul style="list-style-type: none"> • apply their developing knowledge and skills in designing and managing a sequence of learning (over a number of lessons) for bilingual learners • critically engage with bilingual learning theory • explore their teaching and learning practice more deeply and critically • explore the role and use of the first language • widen their horizons and consult stakeholders • reflect on their professional practice more deeply. |

“ The Cambridge Professional Development Qualification programme has resulted in our teachers developing a richer understanding of teaching with digital technologies and our students taking charge of their learning through exploratory experiences. Together this is raising academic standards across Beaconhouse. ”

Tabinda Mazhar, Programme Leader, Beaconhouse School System, Pakistan

Qualifications overview continued

Cambridge International Certificate and Diploma in Teaching with Digital Technologies

| Certificate | Diploma |
|---|--|
| <p>Teachers will:</p> <ul style="list-style-type: none">• understand principles, concepts and issues concerning using digital technologies to support learning, and apply these in their own practice• consider how and why digital technologies may be used to support their learners' learning and the challenges involved• develop their ability to find and select appropriate digital technologies and related activities to support specific learning goals, and to engage and enthuse learners• improve their ability to plan, execute and evaluate teaching episodes that use digital technologies• develop their reflective practice skills to help them evaluate and develop their own practice in using digital technologies• learn collaboratively, supported by their colleagues. | <p>Teachers will:</p> <ul style="list-style-type: none">• understand principles, concepts and issues concerning using digital technologies to support learning, and relate these critically to their own practice• engage with educational theory and research evidence to inform and develop their professional thinking concerning digital technologies in education• improve their ability to reflect on and evaluate the effectiveness of digital technologies in supporting learning, and to adapt their planning and teaching as appropriate• develop the confidence to experiment and innovate with a growing range of opportunities offered by digital technologies• develop their ability to reflect on their own experiences, and those of others, of using digital technologies, so that they can critically assess using such technologies in teaching and learning• develop the confidence to share their practice with fellow practitioners, and their ability to select, adapt and use ideas from the wider educational community, including their own learners. |



Cambridge International Certificate and Diploma in Educational Leadership

| Certificate | Diploma |
|---|---|
| <p>Leaders will:</p> <ul style="list-style-type: none"> • understand key leadership theories and ideas, from inside and outside education, and apply these to thinking about their own practice • draw on evidence from research and practice to develop their knowledge with an understanding of what is known about successful leadership • relate these to their own leadership context in planning actions • undertake practice-based tasks enabling self-evaluation of their leadership in action • develop their reflective practice skills to help them to evaluate and improve their own leadership practice • learn collaboratively, supported by an experienced colleague(s) to share insights, and develop knowledge and skills. <p>Candidates should be serving or aspiring leaders, ready to take up a leadership role in the near future.</p> | <p>Leaders will:</p> <ul style="list-style-type: none"> • understand key leadership theories and ideas, from inside and outside education, and apply these critically in their own thinking and practice • critically engage with evidence from research and practice to develop knowledge with understanding of what is known about successful leadership of change, school improvement, teaching and learning, and staff development • relate these to their own and other comparable leadership contexts • undertake practice-based initiatives to help them evaluate and improve their own leadership practice • develop their reflective practice skills enriched by ideas and experience from external sources • learn collaboratively, supporting and supported by their colleagues to develop insights, knowledge and skills. <p>Candidates should be a serving leader with responsibility for at least one member of their team.</p> |

How are candidates assessed?

For each module, candidates produce a portfolio evidencing teaching practice, learning and reflection. This portfolio is examined by Cambridge. In their portfolio, teachers and leaders demonstrate their knowledge, skills and understanding in the context of their own work, from a variety of sources.

A portfolio will include, for example:

- critical analysis of key concepts and theories applied in practice
- plans, records and evaluated outcomes of innovative practice
- analysis of learning and development of practice
- reflections on own practice and plans for future development.



Learn more!

Getting in touch with Cambridge is easy: Email: info@cie.org.uk Call: +44 (0)1223 553554 Visit: www.cie.org.uk

“ Cambridge Professional Development Qualifications have helped our teachers to learn together, to reflect on their learning and evaluate their teaching practice. It is enriching and challenging for us as the programme team to support teachers in making real progress in their professional learning journeys. ”

Silvana Tejón, Daniel Magaldi and Fernando Lasala, Programme Leaders, ESSARP, Argentina

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