# 8: Working with us

This chapter highlights the range of support services and resources we offer to schools working with us. This includes our Professional Development Qualifications, which were outlined in the previous chapter. It will give you an overview of the different types of support available and where you can find detailed information.

To help your teaching team understand and effectively deliver our programmes, and to meet their professional development needs, we offer a range of support materials and services. Teachers can access this support if your whole-school curriculum is built on Cambridge courses, or if you combine Cambridge courses with other national or international qualifications.

We can provide three major areas of support:

- curriculum materials and resources to support teachers in delivering subject curricula
- professional development
- local advisory and development services.

### School Support Hub
An online resource bank and community forum where teachers can access thousands of Cambridge support resources, exchange lesson ideas and materials, and join subject-specific discussion forums.

### Assessment tools
We provide dedicated online support to schools registered to offer Cambridge Primary and Cambridge Lower Secondary. Teachers can download progression tests and use results analysis tools to monitor learners' progress.

### For teachers and students of Cambridge Global Perspectives
Cambridge schools offering Cambridge Global Perspectives can use our online learning area. It provides a space for teachers and learners to build online communities where they can share resources and work with other schools. In addition, there are interactive Cambridge IGCSE and Cambridge International AS Level Global Perspectives courses available in the online learning area.

### Teaching resources

### Syllabus (or curriculum framework)
The most important documents teachers will use. They describe what learners need to know, what they must be able to do, and how they will be assessed. We provide curriculum frameworks for Cambridge Primary and Lower Secondary subjects and syllabuses for Cambridge Upper Secondary and Cambridge Advanced subjects.

### Schemes of work
Medium-term plans that give ideas on how teachers might deliver the courses.

### Teacher guides
Some subjects have teacher guides which provide extra guidance on planning and teaching.

### Textbooks and publisher resources
We publish lists of resources to support teaching, including textbooks and websites. Some of these resources are endorsed by us. This means we have quality checked them and judge them to match the syllabus content well.

**Example candidate responses (Standards Booklets)**

Real candidate answers are shown alongside examiner comments so teachers can see the level of performance needed to achieve each grade.

**Exam preparation materials**

**Past question papers**

We publish past papers for each subject. These are useful for giving learners practice at answering different types of question.

**Examiner reports**

Our principal examiners write detailed reports describing learners' overall performance on each part of the question. The reports give insight into common misconceptions shown by learners, which teachers can address in lessons.

**Grade thresholds**

These show the minimum number of marks learners needed to achieve in order to be awarded a particular grade.

**Mark schemes**

These help teachers understand how marks are awarded for each question and what examiners look for when they mark.

For more information go to www.cambridgeinternational.org/teachers

**Local support**

We can provide local support and guidance for teachers and school leaders involved in implementing the Cambridge curriculum. By working with you we will be able to respond to your specific needs by providing a more personalised experience. We can also help identify solutions or processes to address any problems or challenges you may experience. If you need longer-term support we can work with you to develop and implement a more formalised programme. This could include expert consultancy around activities introduced in this guide, including whole-school evaluation, school development planning and teacher evaluation.

If you are interested in local support please contact us at info@cambridgeinternational.org with 'Local curriculum support request' in the email subject line.

# References

Black, P. and Wiliam, D. (1998). *Inside the black box. Raising Standards Through Classroom Assessment.* London: King's College Department of Education and Professional Studies.

Bloom, B.S., Engelhart, M.D., Furst, E.J., Hill, W.H. and Krathwohl, D.R. (1956). *Taxonomy of educational objectives: The classification of educational goals.* Handbook I: Cognitive domain. New York: David McKay Company.

Carless, D. (2011). *From Testing to Productive Student Learning: Implementing Formative Assessment in Confucian-Heritage Settings.* New York: Routledge.

Centre for the Use of Research and Evidence in Education (CUREE) (2005). www.curee.co.uk/mentoring-and-coaching accessed June 2015.

Coe, R., Aloisi, C., Higgins, S. and Elliot Major, L. (2014). *What makes great teaching? Review of the underpinning research.* UK: CEM, Durham University and The Sutton Trust.

Council of International Schools (CIS) www.cois.org/page.cfm?p=1906 accessed 2015.

Creasy, J. and Paterson, F. (2005). *Leading Coaching in Schools.* Leading Practice Seminar Series, National College for School Leadership, www.ncsl.org.uk

Danielson, C. (1996). *Enhancing Professional Practice. A Framework for Teaching.* Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Dubiel, J. (2014). *Effective Assessment in the Early Years Foundation Stage.* Sage.

Faubert, V. (2009). *School Evaluation: Current Practices in OECD Countries and a Literature Review.* OECD Education Working Papers 42. OECD Publishing.

Guskey, T.R. (2000). *Evaluating Professional Development.* Corwin Press.

Harlen, W. (2012). In J. Gardner (Ed.) *Assessment and Learning,* 2nd edition. London: Sage. 87–102.

Harris, A. and Goodall, J. (2007). *Engaging parents in raising achievement: Do parents know they matter?* London: Department of Children, Schools and Families. 2.

Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.* Routledge.

Hattie, J. (2015). *What doesn't work in education: The politics of Distraction.* UK: Pearson. www.pearson.com/hattie/distractions.html accessed 29 June 2015.

Hattie, J. and Timperley, H. (2007). *The power of feedback.* Review of educational research 77 (1): 81–112.

Henderson, A.T. and Mapp, K.L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.* Southwest Educational Development Laboratory.

Hopkins, D. (2006). *Improving School Leadership International Conference.* London, July 2006. For OECD and SSAT (hosted by the HSBC Global Education Trust).

Husbands, C. (2014). *Institute of Education presentation at Cambridge Schools' Conference*, Homerton College, Cambridge, September 2014.

Kamens, D. (2013). Globalization and the Emergence of an Audit Culture. In H.-D. Meyer and A. Benavot (Eds.) *Pisa Power and Policy. The emergence of global educational governance.* UK: Symposium Books.

Kluger, A.N. and DeNisi, A. (1996). *The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory.* Psychological Bulletin 119 (2): 254–284.

Lee, P.H. and Spillane, J.P. (2008). Professional Community or Communities? In J. MacBeath and Y.C. Cheng (Eds.) *Leadership for Learning – International Perspectives*. Rotterdam: Sense Publishers. 65–79.

Loughran, J. (2002). Effective reflective practice: in search of meaning in learning about teaching. *Journal of Teacher Education* 53 (1): 33–43, and, Cochran-Smith, M. and Lytle, S.L. (January 1999). Relationships of knowledge and practice: teacher learning in communities. *Review of Research in Education* 24 (1).

Muijs, D., Kyriakides, L., van der Werf, G., Creemers, B., Timperley, H. and Earl, L. (2014). State of the art – teacher effectiveness and professional learning. *School Effectiveness and School Improvement* 25 (2): 231–256.

OECD. (2009). Teaching and Learning International Survey (TALIS) 2009.

OECD. (2013). Synergies for better learning: An International Perspective on Evaluation and Assessment.

Robinson, V.M.J. (2007). *School leadership and student outcomes: Identifying what works and why.* Winmalee, NSW: Australian Council for Educational Leaders. (Monograph 41, ACEL Monograph Series Editor David Gurr.) Reprinted in SPANZ: The Journal of the Secondary Principals' Association of New Zealand, December 2008.

Smylie, M.A. (1995). Teacher learning in the workplace: Implications for school reform. In T.R. Guskey and M. Huberman (Eds.) *Professional development in education: New paradigms and practices.* New York: Teachers College press. 92–113.

Swaffield, S. (2009). *The misrepresentation of Assessment for Learning – and the woeful waste of a wonderful opportunity.* Paper presented at the Association for Achievement and Improvement through Assessment conference, Bournemouth, 16–18 September 2009.

Timperley, H. (2008). Teacher professional learning and development. *Educational Practices series 18*. Geneva: International Bureau of Education. www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_ Practices/EdPractices_18.pdf

Tomlinson, C.A. (2010). Closing the STEM Gender Gap. Responding to the Research. Education Update 52 (3). **www.ascd.org/publications/newsletters/ education-update/mar10/vol52/num03/Responding-to-the-Research.aspx**

Vygotsky, L. (1978). *Mind in society: The Development of Higher Mental Processes.* Cambridge, MA: Harvard University Press.

Weston, D. (2013). *Seven Deadly Sins of Professional Development.* Times Educational Supplement (June 2013).

Wiggins, G. and McTighe, J. (2005). *Understanding by Design.* Expanded 2nd ed. Alexandria, VA: ASCD.

Wiliam, D. (2011). *Embedded Formative Assessment.* Bloomington, IN: Solution Tree.