

Developing Your School with Cambridge

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Developing your school with Cambridge

Overview of Presentation

- ▶ Challenges
- ▶ What Cambridge is doing and planning to do

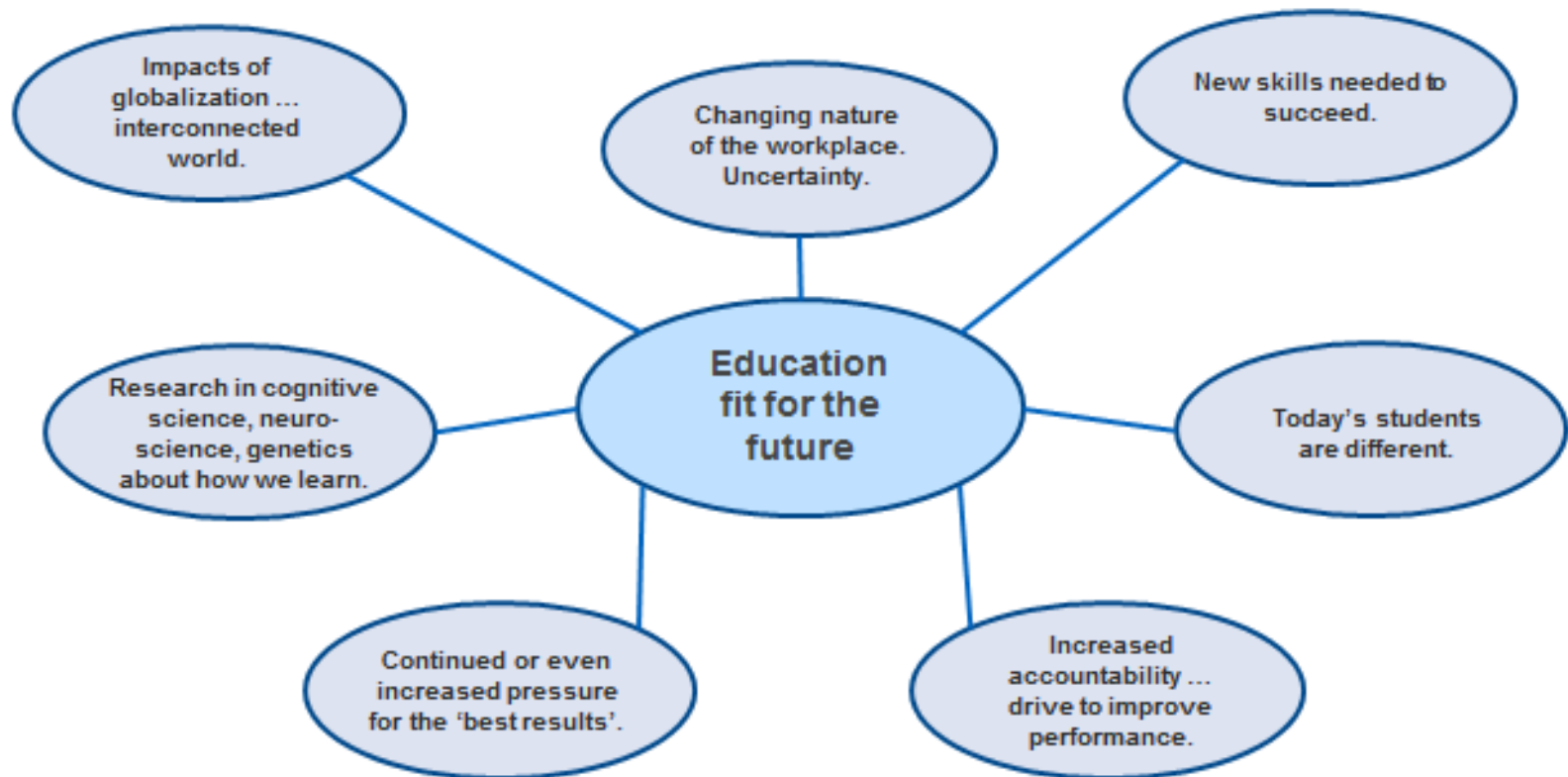
Questions:

- ▶ What more should Cambridge be doing in supporting school improvement?
- ▶ What more could schools or school associations do, in collaboration with Cambridge, in supporting school improvement?

Education fit for the future

Some challenges for school leadership

Schools are complex social organizations, an intricate web of interdependent parts....and they are becoming more complex...



Some Challenges: Education is not like engineering

“The search for best practice *‘is built on an optimistic faith that ‘a school is a school is a school.’ It assumes that a practice that works in in say Finland will work as well in the United States or Germany. It assumes Education is like Engineering.*” [Kamens. D. [2013] *Pisa Power and Policy. The emergence of global educational governance* Heinz-dieter Meyer and Aaron Benavot [Eds] Symposium books UK

Context matters. There are similarities in what excellent leaders and schools do but what works best in one context may not in another.

Implications

- ▶ Cambridge can and should only ever support schools
- ▶ Every school sets its own vision and is responsible for making this a reality
- ▶ Each school owns its curriculum. One approach or framework does not fit all.
- ▶ School improvement is endless and is a journey not a destination

The critical importance of:

- ▶ **School leadership**
- ▶ Initial **teacher training, teacher recruitment** and **ongoing professional development**

“A bad curriculum well taught is invariably a better experience for students than a good curriculum badly taught...The most effective teachers generate learning in their students at four times the rate of the least effective teachers.” Dylan Wiliam

- ▶ **Evaluation**, Is what we want and believe to happen actually happening? If not why not?

What Cambridge is doing and planning to do to improve our support for schools

- Expand our training offerings with quality
- Improve access to our PDQs with quality
- Teaching and learning area
- Developing your school with Cambridge guide
- Cambridge blog
- Improving our teacher support site



What Cambridge is doing and planning to do to improve our support for schools [2]

- Leadership training and support
- Professional learning communities
- On-screen assessment
- Results Analysis



Expand our training offerings with quality

- ▶ 1200+ events annually
- ▶ Professional development and training
 - ▶ Introductory
 - ▶ Development
 - ▶ Enrichment
- We are developing in country training capacity by selecting and training trainers based in different countries
- New quality assurance standards and practices to ensure universal quality



Improve access to our PDQs with quality

**Cambridge International Certificate
in Teaching and Learning
6208**

**Cambridge International Diploma
in Teaching and Learning
6209**

For examination in 2015

Cambridge
Professional
Development

**Cambridge International Certificate
in Educational Leadership
6247**

**Cambridge International Diploma
in Educational Leadership
6248**

For examination in 2015

Cambridge
Professional
Development

**Cambridge International Certificate
in Teaching Bilingual Learners
6238**

**Cambridge International Diploma
in Teaching Bilingual Learners
6239**

For examination in 2015

Cambridge
Professional
Development

**Cambridge International Certificate
in Teaching with Digital Technologies
6224**

**Cambridge International Diploma
in Teaching with Digital Technologies
6225**

For examination in 2015

Cambridge
Professional
Development



 **CAMBRIDGE**
International Examinations



 **CAMBRIDGE**
International Examinations



 **CAMBRIDGE**
International Examinations



 **CAMBRIDGE**
International Examinations

Cambridge Professional Development Qualifications (PDQs)

- ▶ In-service teachers and leaders
- ▶ Local PDQ Centres:
 - ▶ Cambridge schools
 - ▶ Cambridge Professional Development Centres
 - ▶ National authorities
- ▶ Programme leaders:
 - ▶ Trained & accredited by Cambridge
 - ▶ Responsible for the design and delivery of their own programmes
- ▶ Assessment by portfolio:
 - ▶ Examined for evidence of practice, learning and reflection
 - ▶ Submitted electronically to Cambridge for assessment when candidates are ready.



New teaching and learning area

➤ A series of resources to support teaching and learning.

The resources:

➤ explore different aspects of educational practice from designing a curriculum to improving quality of classroom activity

➤ examine educational themes and showing how they are relevant to Cambridge.



<http://www.cie.org.uk/teaching-and-learning/>

Developing your school with Cambridge

- One of our new resources in the teaching and learning area.
- Focuses on classroom level activity.
- Provides guidance and support to schools wanting to improve the quality of teaching and learning.
- Download in full or by chapter.



<http://www.cie.org.uk/teaching-and-learning/>

Developing your school with Cambridge Guide and Resources

Aim:

1. Provide an ***introduction to school development***
 2. Help school leaders and teachers to understand, and put into practice in their own context, some of the important lessons learned from international work on raising quality standards and improving educational outcomes.
 3. The guide is about how schools build on Cambridge registration standards.
 4. Designed to complement *Implementing the curriculum with Cambridge: A guide for school leaders* and other Cambridge resources.
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- ▶ The primary **audience** for the guide is schools that are newly registered with Cambridge but also will be of interest to schools going through the registration process, and to well-established schools.

 - ▶ Designed to be a user-friendly and practical manual that will be supported by a resource area. **The resource area will become more significant than the guide**

What the guide emphasises

Instructional leadership

Alignment [coherence] of the written, taught, assessed and experienced curriculum

The importance of **evaluation** defined as evidenced based judgement with a view to improve [rather than accountability].

Institutional reflective practice

Improving the quality of teaching and learning through:

- ▶ **Active learning**
- ▶ **Reflective planning** of the curriculum
- ▶ **Using assessment to support learning** [for students]
- ▶ using assessment data for school improvement [for the school]
- ▶ Teacher evaluation, classroom observation

Considerations the systems and processes necessary to achieve and sustain improvement [planning, policies...].

Contents:

Introduction [with corresponding sections in the teacher support area]

- ▶ Creating the school development plan
- ▶ Developing policies that support improvements in teaching and learning
- ▶ Teaching Cambridge programme
- ▶ Improving student learning through assessment and feedback
- ▶ Evaluating teaching
- ▶ Planning and managing a whole-school professional development programme
- ▶ Working with us

Annotated bibliography

Glossary

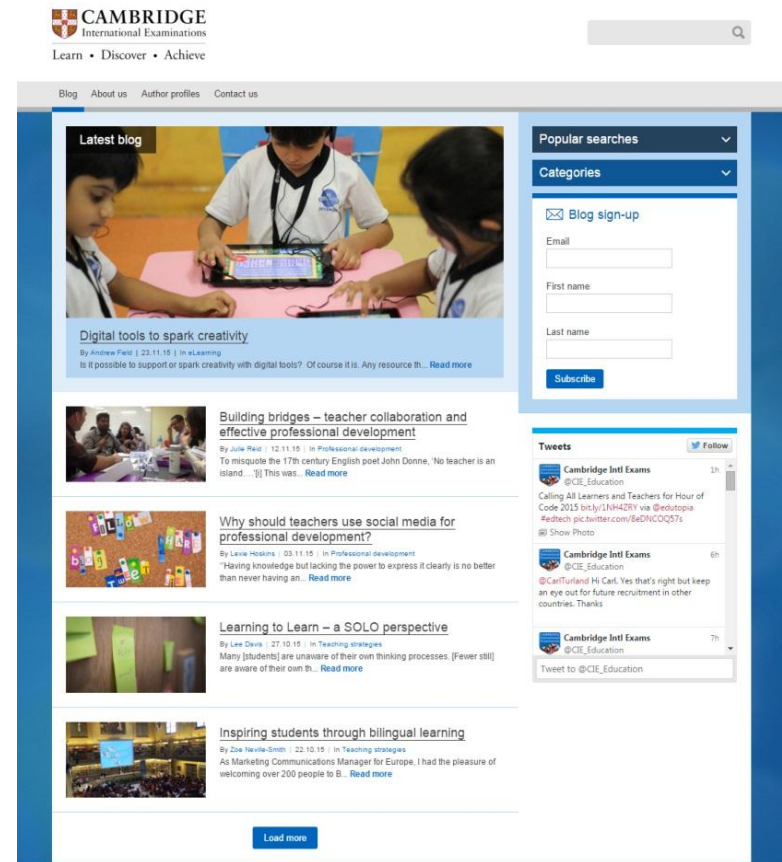
Instructional Leadership

1. Establishing Goals and Expectations: Leaders who give more emphasis to setting, communicating and monitoring learning goals, standards and expectations and involvement of the school community so there is clarity and consensus.
2. Strategic resourcing: securing and allocating materials that are in support of priority teaching and learning goals.
3. Planning Coordination and Evaluating teaching and the curriculum. [formative and summative feedback to teachers, direct oversight of curriculum that involves staff, regular classroom visits, systematic monitoring of student progress.
4. Promoting and participating in teacher learning and development
5. Ensuring an orderly and supportive environment so teachers can focus on teaching and students focus on learning.

Source: Viviane Robinson University of Auckland. Educational Administration Quarterly [December 2008]
Vol 44, No 5

New blog launched September 2015

- Blog posts written by education experts and specialists at Cambridge
- A growing online community debating and sharing ideas across the education sector
- A wide range of topics of interest to teachers and principals



www.cie.org.uk/blog

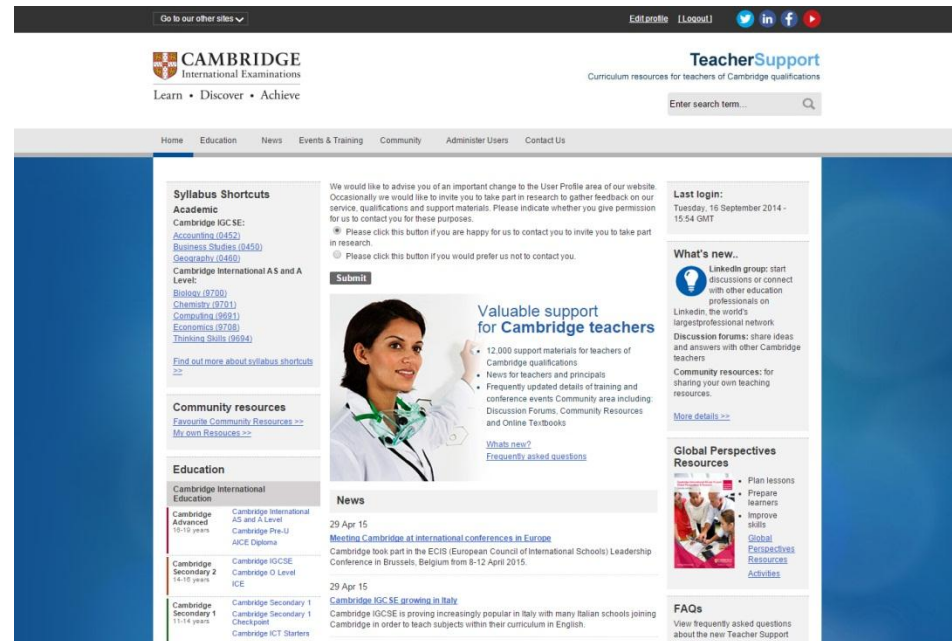
Leadership training and support

- ▶ Identify a talented and experienced group of school leaders
- ▶ Work with these leaders on developing and providing training events for Cambridge school leaders
- ▶ Consultancy service



Improving our Teacher Support site

- A priority over the next two years.
- Improve the design and navigation.
- Bring together a range of new and existing services.
- A single support site for Cambridge teachers and school leaders.



Online Professional Development Learning Community

The community is currently being used by programme leaders of Cambridge's Professional Development Qualifications and school leaders taking part in the Leadership for Learning project.

Future plans

- ▶ The phased implementation of the community will continue in January 2016, when the community will start to host all online courses for Cambridge teachers.
- ▶ Future developments will include the continued expansion of community functions for teachers and school leaders and the development of more sophisticated learning experiences that will provide members with a blend of online and face-to-face learning.

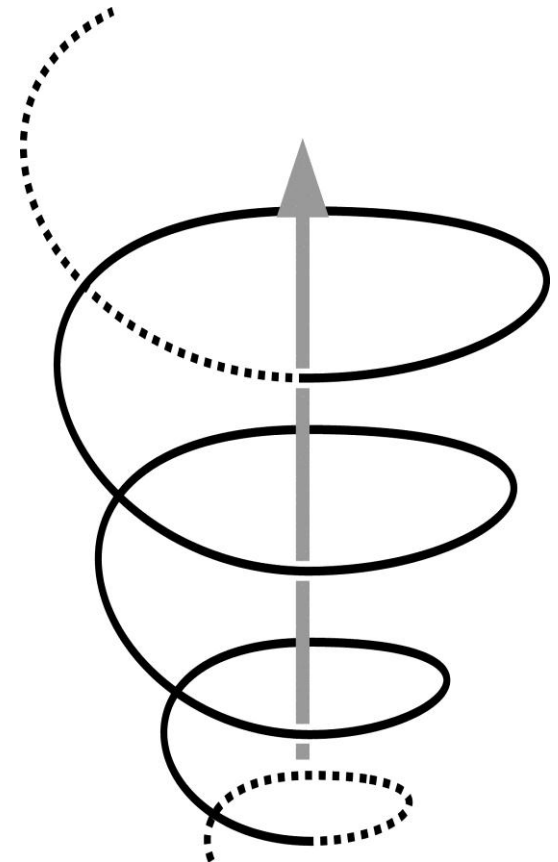
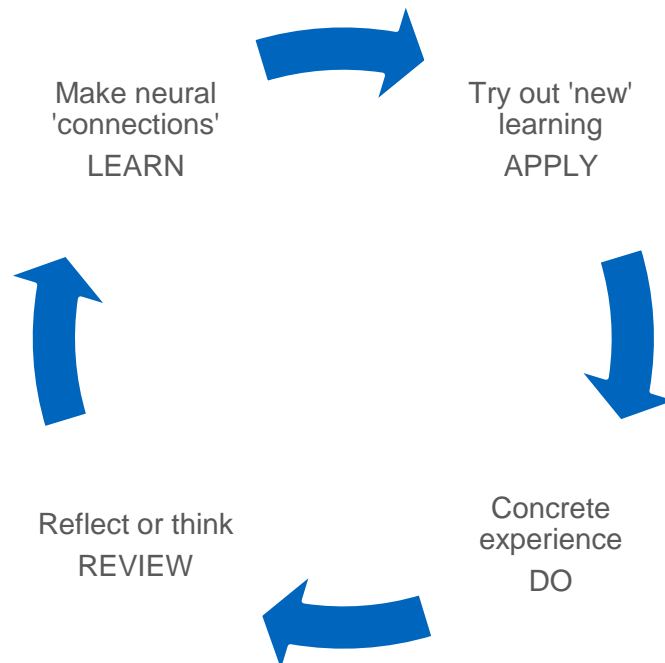
Members of the community will be able to:

- ▶ attend courses – self-study or tutor-led
- ▶ connect with other members to share ideas and experiences in user groups
- ▶ record and reflect on the most effective ways to further develop their practice in their personal pages.

Ongoing Professional Learning

Collaborative practice. Teachers jointly engaged in an empirical, routine and applied study of their own professional practice

[source: NFER research programme. What leads to positive change in teaching practice 2012]



Leadership for learning

Leadership for Learning (LfL) at the University of Cambridge Faculty of Education is a vibrant network concerned with learning, leadership and their inter-relationship.

Developing strategies that enhance learning for all in schools requires collective human agency. Leadership and learning linked through a knowledge of the schools context.

LfL practice is based on the following beliefs:

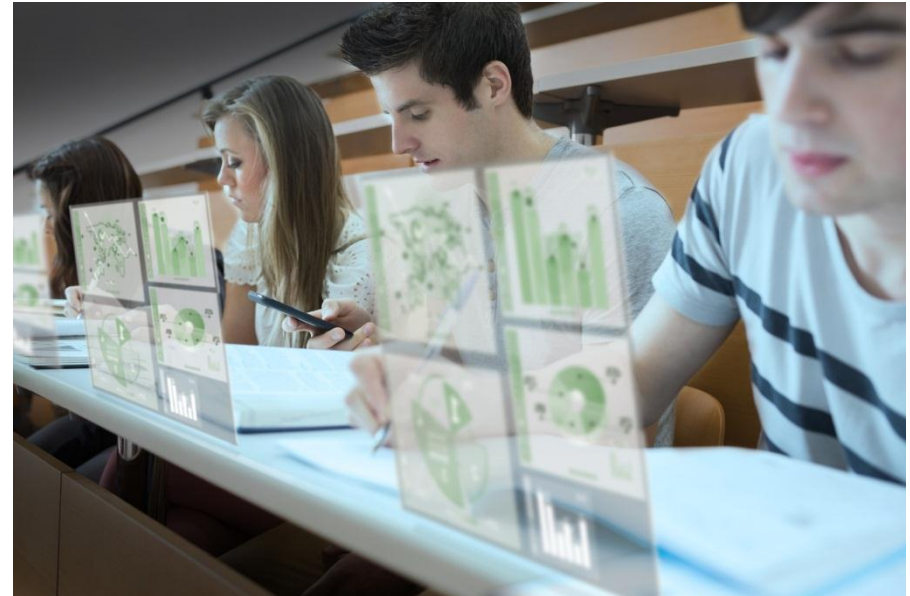
- ▶ Learning and leadership are a shared as much as an individual enterprise.
- ▶ Leadership should be 'distributed' and exercised at every level.
- ▶ Collaborative modes of working strengthen both teams and individuals.
- ▶ An independent, critical perspective, informed by research is vital.
- ▶ The status quo and received wisdom should be persistently questioned.

[see Macbeath and Cheng 2008 and <http://www.educ.cam.ac.uk/centres/lfl/> for more information].

<http://www.educ.cam.ac.uk/centres/lfl/>

The future is digital

- ▶ Technology is set to transform education, including educational assessment.
- ▶ It is possible to imagine a future in which examinations and tests are 100% digital – an idea we are already testing at Cambridge.
- ▶ Ours will be a gradual evolution led good practice rather than what is technologically possible.



On-screen assessment 2016 onwards

2016

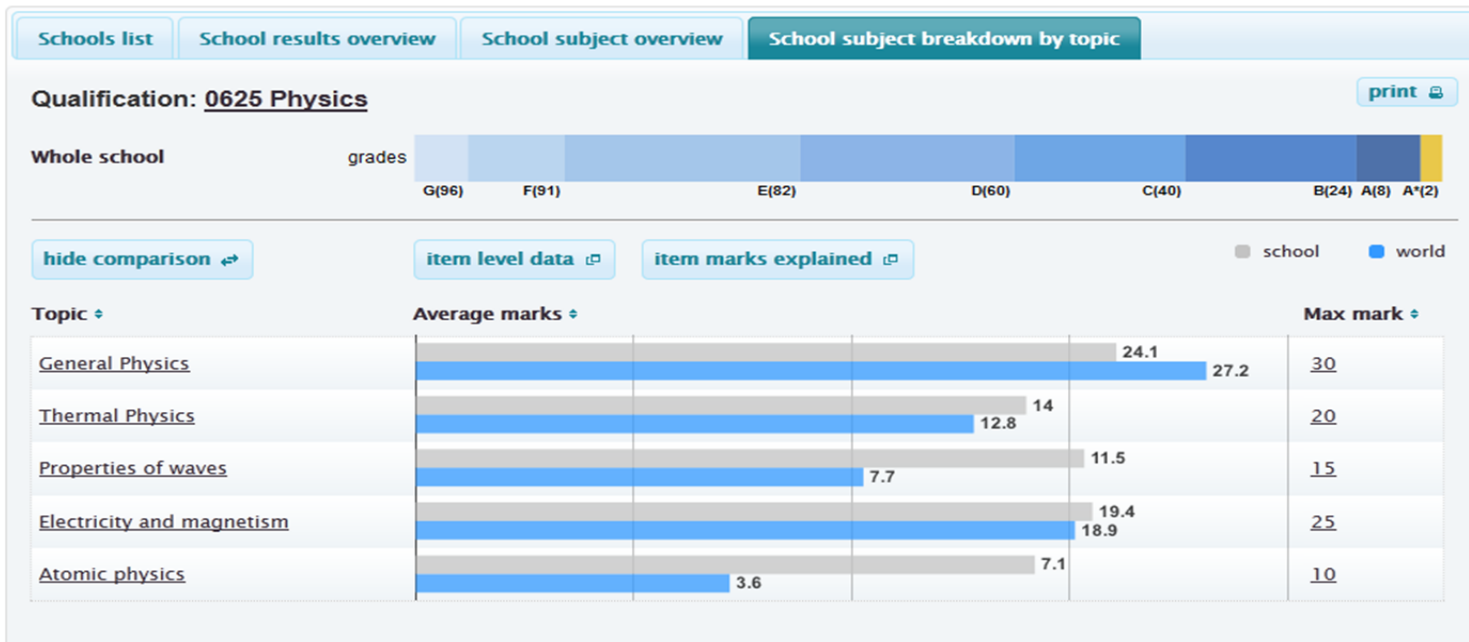
- ▶ Introduction of on-screen tests for lower secondary and then primary students
- ▶ Starting in October with Cambridge Secondary 1 Checkpoint and Cambridge Secondary 1 Progression Tests
- ▶ Paper-based options still available

2017

- ▶ Development of our on-screen offer for Cambridge IGCSE and Cambridge International AS & A Level
- ▶ Trialling on-screen tests to support teaching and learning in the classroom and on-screen tests for the final exams.
- ▶ First on-screen tests to support teaching and learning in the classroom available

Results analysis

- ▶ Help you understand in more detail how your students are learning
- ▶ Identify areas of strengths and weaknesses to focus teaching
- ▶ Includes topic level reporting and functionality to create different reports
- ▶ To start with available for five Cambridge IGCSE syllabuses



- 1. What more could Cambridge do to support schools?**
- 2. What more could schools or school associations do, in collaboration with Cambridge, to help schools improve?**

Please consider this question with those seated around you
[10 minutes]

We will close with a general discussion and questions