



# Cambridge Professional Development

**Ben Schmidt**  
Regional Director  
*South East Asia and Pacific*

**Esther Chesterman**  
*Education Manager*  
*Cambridge International*  
*Professional Development*  
*Programmes*

*Cambridge Schools conference*  
*Kuala Lumpur*  
*Malaysia*  
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# The plan for this session...

## Get ready!

How can we embed a Professional Development Programme to support our school's vision and strategy?

## Get set!

What Professional Development activities would best suit my teachers and my school context?

## Go!

How can I design a Professional Development Programme which will meet these identified needs and will have measurable impact on our students outcomes?



Professional Development should aim to develop a teacher's professional thinking and practice and enhance the quality of teaching and learning

*Implementing the Curriculum with Cambridge*



# School Professional Development audit

It is useful to involve all stakeholders in a discussion about Professional Development

- Why is it important to develop a shared vision of where your school is and where it would like to be?
- How can a developed PD strategy support this vision?
- What impact does your current PD investment have on student outcomes?

## Discussion

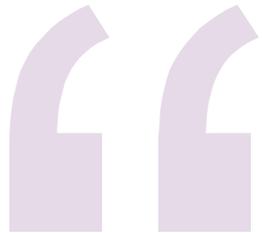
Take a moment to discuss the audit with your table. How could you use this tool in your institution?



## Cambridge Professional Development



*Please note: Length of delivery for all training is flexible according to country or region, and professional development objectives.*



Countries that wish to improve the effectiveness of professional development provided to teachers should increase the amount and variation of school embedded offerings such as mentoring and coaching, creating networks of teachers who learn together and supporting collaborative research and instructional problem solving by teachers.



## Some key points

- PD needs to be tailored to your staff needs
- PD needs to be relevant and be clear about outcomes and gains
- PD needs to be sustained to have the most impact on student outcomes.

## Standard for teachers' professional development

Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers

July 2016

[Copy of the standards](https://www.gov.uk/government/publications/standard-for-teachers-professional-development)

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## “Programmes versus activities

The standard makes a distinction between professional development activities and professional development programmes. Evidence suggests, for example, that a one-day course as a stand-alone activity without a specific focus is unlikely to have a lasting impact on pupil outcomes. That same course, however, could be used to much greater effect as part of a sustained, coherent programme which includes structured, collaborative in-school activities for teachers to refine ideas and embed approaches.

A professional development programme is likely to involve many activities designed to sustain and embed practice, including, but not limited to: individual and collaborative teacher activity; well-designed formative assessment and evaluation; whole-school leadership; and expert input.”

Extract taken from *Standards for Teachers Professional Development: Department for Education, UK July 2016*

# Effective professional development

- is integrated into the everyday life of the school and the teacher
- builds on teachers' prior knowledge and experience
- offers opportunities for reflection and learning from experience
- encourages and supports innovation, collaboration and peer learning
- helps practitioners to develop their own thinking through critical engagement with the ideas of others
- supported by quality facilitators, mentoring and engaged leadership.

*Developing Great Teaching*

Lessons from the international reviews into effective professional development

<http://tdtrust.org/about/dgt/>

# Cambridge PDQs - essentials

## Who are the qualifications for?

Practising teachers and education leaders

## Who designs and teaches the Cambridge PDQ programme?

Cambridge schools or training providers can apply to become a **Cambridge Professional Development Centre**

We train and accredit a **Programme Leader** from each centre who

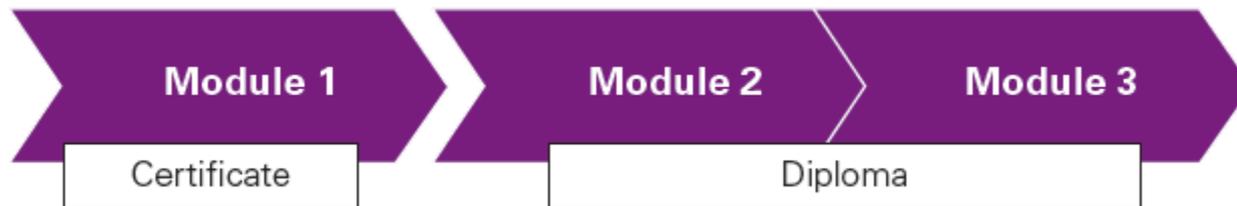
- designs the programme using the Cambridge PDQ framework
- runs the programme to meet the needs, priorities and local context of the school, within our guidelines and quality assurance procedures

# Cambridge PDQs - essentials

## What are the areas of focus?

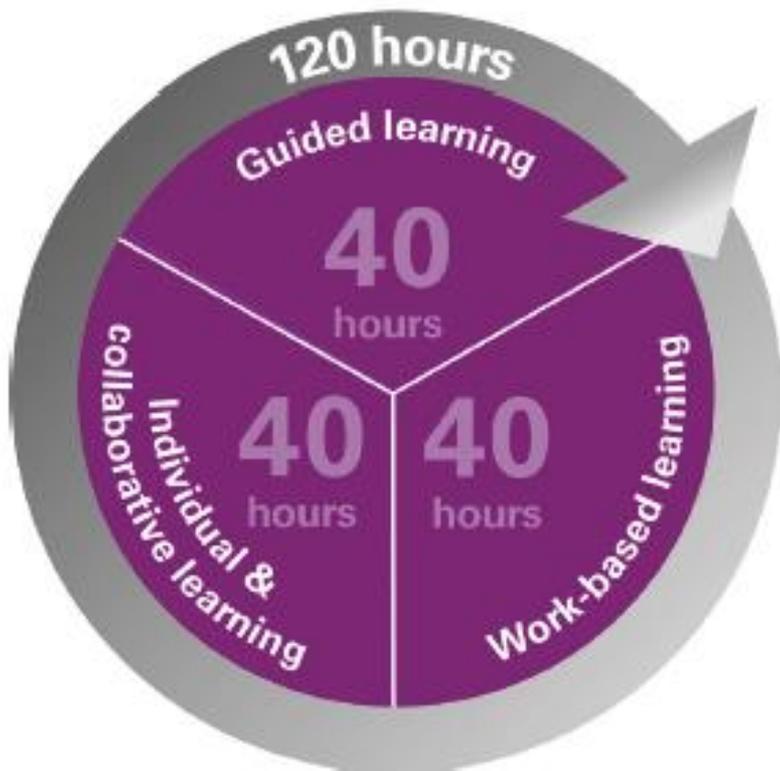
- Teaching & Learning
- Educational Leadership
- Teaching Bilingual Learners
- Teaching with Digital Technologies

## What is the qualification and assessment structure?



# Cambridge PDQs - essentials

**What kinds of professional learning are involved in Cambridge PDQs?**



Three areas of learning	Examples of activities
40 hours of guided learning	workshops, seminars and tutorials
40 hours of individual study and collaborative learning	reading, research and discussion
40 hours of work-based learning	applying new ideas and approaches in practice, gaining feedback from colleagues

# Professional Development Qualifications (PDQs)

**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 Certificate  
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



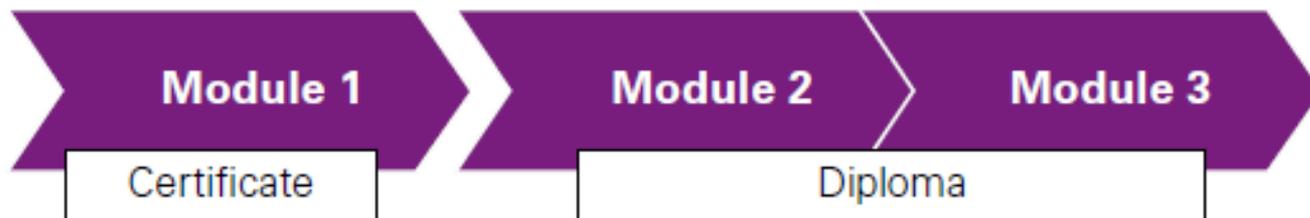
 **CAMBRIDGE**  
International Examinations



 **CAMBRIDGE**  
International Examinations

# 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



# Cambridge and UCL Institute of Education

## What is the UCL Institute of Education?

The [Institute of Education](#) is a global centre of excellence in education, ranked number one for education worldwide (2014 and 2015 QS World University Rankings)



## What does IOE accreditation involve?

The IOE assures the quality of Cambridge PDQ programme and assessment procedures so that they meet the requirements of the [Quality Assurance Agency \(QAA\)](#) – an independent body entrusted with monitoring standards and quality in UK higher education.



# Where do Cambridge PDQs lead?

The Cambridge PDQ Diploma fulfils entry requirements for relevant **Level 6** courses such as:

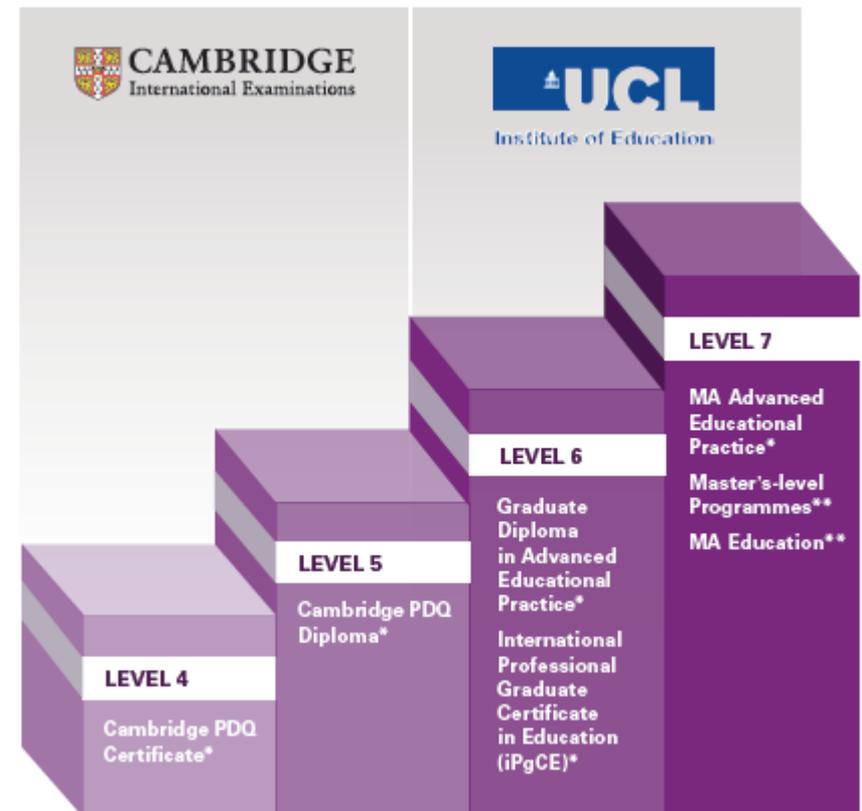
Graduate Diploma in Advanced Educational Practice

International Professional Graduate Certificate in Education (iPgCE)

Further progression to **Level 7** courses such as

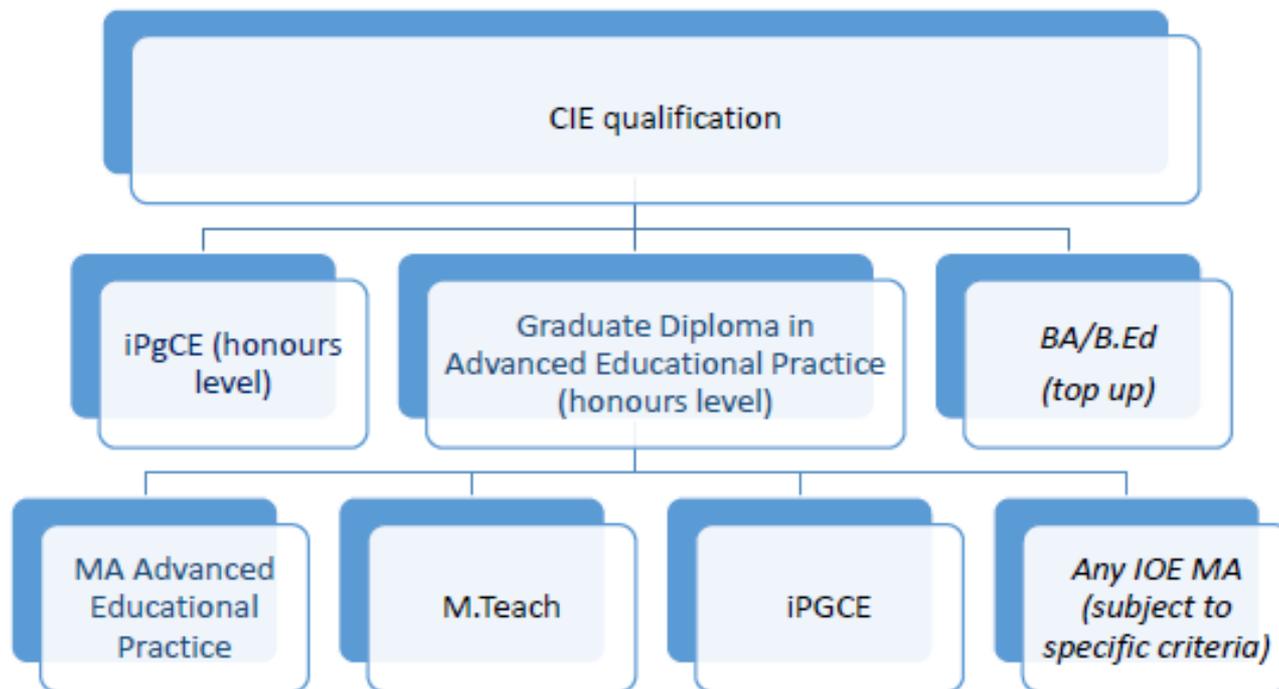
MA Advanced Educational Practice  
MA Education

*Full-time, part-time and online options are available to allow for flexible study and research*



# Accreditation, recognition and pathways

Suggested pathways at IOE following CIE qualifications at levels 4 and 5



- ★Certificate – is accredited at FHEQ Level 4 and has 60 credits
- ★Diploma – is accredited at FHEQ Level 5 and has 60 credits

## What are the requirements to be a candidate?

**A candidate for the Cambridge Certificate or Diploma** should be a **full- or part-time teacher**, teaching in their current school over a full academic year, for a minimum of 24 weeks and six hours per week have the regular **support of a mentor** who understands this qualification and can provide helpful advice and observations be **responsible for** planning and facilitating the **learning activities** of their learners, teaching a group with a minimum of six learners have sufficient **competence in English** comparable to B2 on the Common European Framework of Reference (CEFR)

*There may be additional requirements depending on the nature of the specific pathway. For example, for the Certificate or Diploma in Teaching Bilingual Learners, candidates should be teaching a non-language curricular subject to bilingual learners, through a language that is an additional language for learners.*

## What are the requirements to be a programme leader?

- A Programme Leader for the Cambridge PDQs must have**
- a nationally recognised **teaching qualification** (e.g. PGCE or DipEd) or a Delta qualification (Diploma in Teaching English to Speakers of Other Languages)
  - a minimum of five years' **teaching experience**
  - a minimum of two years in a position of **responsibility for teacher development**
  - evidence of competence in their chosen specialism

# Steps to becoming a Cambridge PDQ Centre

Step 1: **Contact Cambridge**



Step 2: **Support by leadership team**



Step 3: **Complete the application**



Step 4: **Programme Leader Training**



Step 5: **Programme design**



Step 6: **Approval**

## PDQ Key Concepts

- Active learning
- Inclusion/differentiated learning
- Deep learning -metacognition
- Assessment for learning
- Reflective practice

All supported by the principles of observation and mentoring.

[Getting started with...](http://www.cie.org.uk/teaching-and-learning/getting-started-with/)

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

## Get set!



### Group activity

What barriers and challenges do you face in developing an integrated PD programme?

Use the flipchart paper to capture barriers and challenges your table identifies

How can these be overcome?

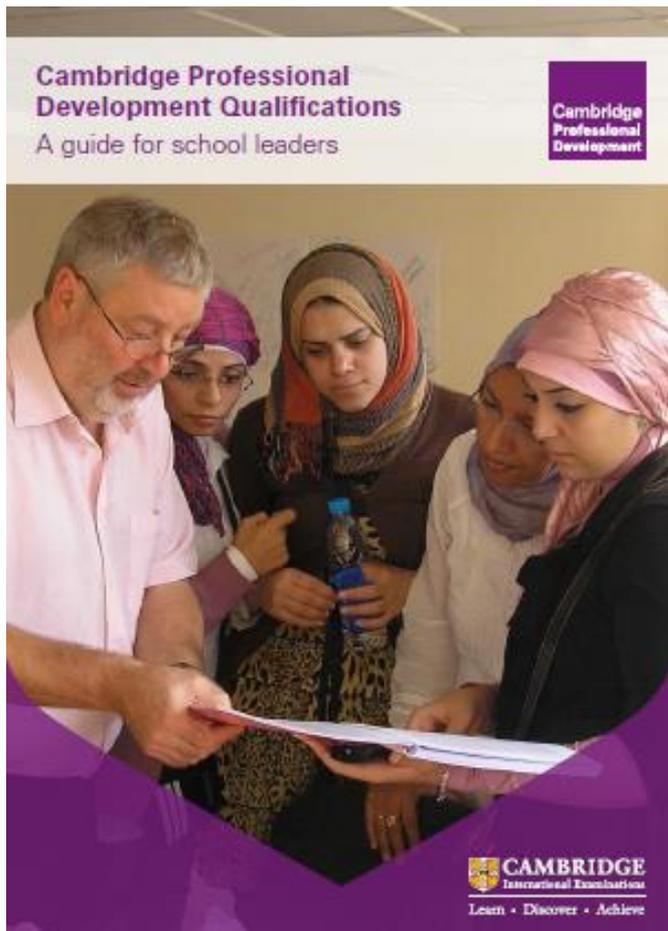
An opportunity to discuss and share how a school embedded Professional Development Programme can be designed.

# Assessment resources

All our resources are available on the Programme Leader Community Area on the resource pages. Access is given to the area once you are accredited as a PDQ centre. We provide core resources as well as syllabus specific support.



# Cambridge PDQ resources for you



# PDQ information

[www.cie.org.uk/pdq](http://www.cie.org.uk/pdq)



## Cambridge Professional Development Qualifications

Cambridge  
Professional  
Development

Home > Cambridge Professional Development

- > Cambridge Professional Development
- > Events and Training Courses Calendar
- > Coursework training
- > Cambridge Professional Development Qualifications
  - > Curriculum
  - > Programme
  - > Centres
  - > Support from Cambridge
  - > Recognition
  - > Find a Cambridge PDQ programme
- > Cambridge Schools Conference



Cambridge Professional Development Qualifications (Cambridge PDQs) transform professional learning for practising teachers and leaders and their schools.

Cambridge PDQs:

- meet the needs and priorities of the individual and the school
- support school based professional development

### Cambridge Professional Development Qualifications brochure



Download our guide to Cambridge Professional Development

Qualifications.

 [Cambridge Professional Development Qualifications brochure \(PDF, 5MB\)](#)

## Next steps...

1. Needs and capacity analysis
2. Decide on your PD strategy and adoption model
3. Include all stakeholders
4. Identify key personnel
5. Agree outcomes and measurement model

To register your interest in becoming a Cambridge PDQ Centre

<http://www.cie.org.uk/cambridge-professional-development/professional-development-qualifications/centres/>

Sign up to receive the South East Asia Training calendar(Quarterly)

<http://www.cie.org.uk/news/e-newsletter-sign-up/>

## Who to Contact?

### **For centres in South East Asia:**

Ben Schmidt

Regional Director, Southeast Asia & Pacific

Cambridge International Examinations

[Schmidt.B@cie.org.uk](mailto:Schmidt.B@cie.org.uk)

### **For centres in the rest of the World:**

Esther Chesterman

Education Manager, Cambridge Professional Development Programmes

Cambridge International Examinations

[Chesterman.e@cie.org.uk](mailto:Chesterman.e@cie.org.uk)

Thank you

Contact us on:  
[info@cie.org.uk](mailto:info@cie.org.uk)

