

**Cambridge International Certificate  
in Teaching and Learning  
Syllabus code: 6208**

Cambridge  
Professional  
Development

**Cambridge International Diploma  
in Teaching and Learning  
Syllabus code: 6209**

Available for examination January 2018 – December 2019



## Preface

This syllabus sets out the details of the Certificate and Diploma in Teaching and Learning. These are in the suite of Cambridge Professional Development Qualifications (PDQs) offered by Cambridge International.

For more information and updates about the PDQs, please go to **[www.cambridgeinternational.org/pdq](http://www.cambridgeinternational.org/pdq)**

The syllabus will help centre Programme Leaders understand the design, structure and requirements of the qualifications. It will also help them guide their candidates accordingly. The syllabus focuses on the learning outcomes and related scheme of assessment. Please see the Cambridge International resources for PDQ Centres for guidance on the design principles and features of programmes leading to the qualifications.

## Why Cambridge?

Cambridge Professional Development Qualifications (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 practices
- apply new ideas and approaches in reflective practice in their own teaching and learning context
- evaluate experiences and outcomes to plan further development
- improve the quality of their teaching and leadership to enhance the quality of their learners' learning.

PDQs are designed to be integrated into schools' professional development planning, activities and culture. They help schools to improve, through cost-effective, sustainable programmes which benefit teachers and their learners. They demonstrate to parents, the school community and stakeholders that the school values and nurtures staff development.

## Recognition

PDQs are also internationally recognised as a mark of excellence for the individual teacher or leader. In the UK, the Certificate is accredited with 60 credits at FHEQ\* Level 4 and the Diploma is accredited with 60 credits at FHEQ Level 5. The qualifications help to improve teachers' and leaders' professional profiles and are valued for further professional and career development.

\* FHEQ is the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications in England, Wales and Northern Ireland.

Learn more at **[www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)**

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# 1. Introduction to the syllabus

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## What is the purpose of the Certificate and Diploma in Teaching and Learning?

The Certificate and Diploma are designed to help teachers develop their professional thinking and practice, and enhance the quality of their teaching and learning. Reflective practice is enriched by critical engagement with new ideas and approaches.

## Who are the qualifications for?

The Certificate and Diploma are for practising teachers. They focus on the development of knowledge, skills and understanding in the key aspects of teaching and learning. They are inclusive and relevant to all teaching and learning contexts: from primary and secondary general education, to adult and higher education. They help teachers to explore and apply new ideas in their own context, integrate new approaches in their own practice, and demonstrate their professional development as reflective practitioners.

There are many different terms in use for 'teacher', 'learner', 'learning context' and 'learning session'. In this syllabus, we refer to '*teacher*', '*learner*', '*school*' and '*lesson*' as generic terms. For assessment purposes, we also use '*candidate*', where appropriate, to refer to the teacher preparing for the qualification.

## What essential principles underpin the design of the qualifications?

### Excellent teaching

Research indicates that excellent teaching is the most significant positive factor contributing to learners' development. The quality of a school or school system depends on the quality of its teachers and their teaching.

The characteristics of excellent teachers include:

- knowing their curriculum area well
- understanding their learners and meeting their needs as individuals
- encouraging learners to engage actively in their own learning
- making connections, for example to learners' experience, the real world, and wider contexts
- using a variety of teaching strategies and activities appropriately
- being reflective and creative practitioners engaged in continuous professional learning
- being collaborative and supporting colleagues, school and community.

The Certificate and Diploma in Teaching and Learning are designed to encourage and recognise these attributes. They focus on a reflective cycle of teaching and learning practice in which teachers:

- plan suitable learning experiences for learners
- implement and manage these experiences
- evaluate their effectiveness
- adapt their teaching to develop it and their learners' learning
- reflect on and share their professional learning with colleagues.

## Excellent professional development

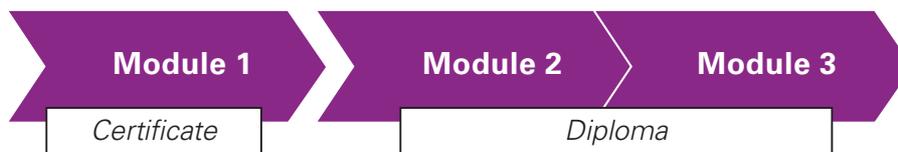
Research indicates that excellent teacher professional development:

- is integrated into the everyday life of the school and the teacher
- considers teachers' prior knowledge and experience
- offers opportunities for reflection and learning from experience
- encourages and supports innovation and collaboration
- helps teachers to develop, and critically engage with, their own theories of learning
- enriches teachers' learning through critical engagement with the theories of others
- is sustained over time and supported by people with expertise.

The Certificate and Diploma are designed to provide for such professional development. They involve a spiral of professional learning – each stage is a cycle of experiential learning and reflective practice following on from the previous cycle and leading on to the next. Areas of learning are revisited systematically within the programme so that the teacher can engage with these in more depth and detail, and acquire related knowledge and skills.

## What is the qualification structure?

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



Candidates must achieve a grade of pass or distinction before moving to the next module. The Diploma comprises all three modules.

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

## What does a Certificate or Diploma programme involve?

A typical Certificate or Diploma programme run by a Cambridge International centre consists of a broad balance of activities, appropriate to the needs and circumstances of teachers and their school(s). The programme is planned by the centre's Programme Leader and team as a coherent sequence of learning over time, with a variety of elements.

All programmes involve:

- guided learning, e.g. workshops, seminars and tutorials
- individual study and collaborative learning, e.g. reading, research and discussion
- work-based learning supported by the school, e.g. applying new ideas and approaches in practice, gaining feedback from colleagues.

Centres must provide at least 40 hours of guided learning for each module. Teachers should integrate as much preparation time as possible into their day-to-day practice. They should allow time for background reading and discussion with their colleagues, to enrich their reflective practice.

During each stage of their programme, teachers explore a number of key questions and engage in a series of activities closely related to their everyday professional work. These activities, and related reflections, produce evidence for assessment.

There is an important role for a mentor to play in supporting this learning. Through discussion and their questioning skills, mentors encourage practising teachers to reflect on their learning and what it means for their approach to teaching. They also help practising teachers to demonstrate, through examples and accounts of practice, that they are:

- acquiring new skills
- learning how to use their skills and knowledge
- using them to maximum effect.

The mentor should not be the programme leader or another candidate on the programme.

## How are the Certificate and Diploma assessed?

Assessment is through a portfolio of evidence, examined by Cambridge International. In their portfolio, each teacher demonstrates their knowledge, skills and understanding in the context of their own work, from a variety of sources:

- classroom practice and observations
- materials that arise naturally out of the teaching process
- feedback from colleagues, learners and others
- the teacher's own reflections on their practice.

## 2. Cambridge International Certificate in Teaching and Learning

### Introduction to the Certificate

#### Aims

In the Certificate, teachers will have the opportunity to:

- 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 to evaluate and develop their own practice
- learn collaboratively, supported by their colleagues.

#### Structure

The Certificate comprises three units related to practice, and forms Module 1: Exploring teaching and learning of the Diploma in Teaching and Learning.

Unit 1	Understanding principles of learning and teaching
Unit 2	Teaching an effective lesson
Unit 3	Facilitating active learning through effective teaching

Each unit is set out below in terms of its learning outcomes, key questions, assessment approach and evidence requirements, and assessment criteria.

- Each **learning outcome** specifies what a candidate is expected to know, understand and/or be able to demonstrate after completing the process of learning in the unit.
- The **key questions** in each unit show how professional learning can be focused.
- The **assessment approach and evidence requirements** explain how candidates can show that they have achieved the learning outcomes.
- The **assessment criteria** are used by Cambridge International examiners in their judgements on the quality of the evidence presented. They specify what the candidate is expected to do to demonstrate that they have achieved a learning outcome.

## Candidate requirements

Candidates need to:

- be a full- or part-time teacher, teaching in an educational institution such as a school, college, university or adult training centre
- teach in their current school over a full academic year, for a minimum of 24 weeks and a minimum of six hours per week
- have the regular support of a mentor who understands the essential principles that underpin this qualification, and can provide helpful advice and observations
- teach a group with a minimum of six learners
- be responsible for planning and facilitating the learning activities of their learners.

## Language Requirements

Candidates are required to have sufficient competence in English to participate in the qualification. All candidates should have English language competence comparable to Level B2 in the *Common European Framework of Reference for Languages* (CEFR).

We recommend a minimum requirement of 5.5 on the *International English Language Testing System*.

Further information may be obtained through the Council of Europe website:

**[http://coe.int/t/dg4/education/elp-reg/cefr\\_grids EN.asp](http://coe.int/t/dg4/education/elp-reg/cefr_grids_EN.asp)**

The IELTS website: **[www.ielts.org/](http://www.ielts.org/)**

## Evidence requirements

In the Certificate portfolio, candidates use the relevant Cambridge International templates to gather, organise and present their evidence to satisfy the assessment criteria.

In the introduction to the portfolio, candidates confirm that they meet the candidate requirements and provide background information about their professional experience and role, and the context in which they teach. This is their opportunity to indicate significant influences on their work and professional development. This introduction is not assessed or judged, but helps the examiner to understand and interpret evidence and reflections.

The Certificate is designed so that candidates can demonstrate their professional thinking and practice as clearly and efficiently as possible. The evidence required matches the learning outcomes. In their portfolio, candidates provide evidence of their:

- *practice* – actual teaching practice
- *learning* – newly acquired knowledge, skills and understanding
- *reflection* – skills in analysing, synthesising and evaluating their experiences to develop their future professional practice.

With written evidence, candidates should keep to the word limits and respond to the prompts in templates succinctly. The prompts indicate how to focus and shape explanations, reflections and other evidence. Candidates must also follow Cambridge International's rules for the format and size of digital evidence such as images.

Candidates' reflections should reference other people's thoughts and experiences, whether these are in the form of academic publications, or posts to online discussion forums or blogs. All sources must be clearly referenced.

## Module 1 Exploring teaching and learning

### Unit 1 Understanding principles of learning and teaching

#### Learning outcomes

Candidates will engage with principles and concepts of learning and teaching. They will also explore what makes an effective lesson so they can:

- A explain their understanding of learning and how people learn
- B review teaching methods and learning activities that engage and motivate learners to learn
- C explain their understanding of the purposes of assessment
- D identify and explain key features of what they think makes an effective lesson, and evaluate the impact any new learning will have on their future professional practice.

#### Key questions

To support the learning process, candidates will explore the following key questions:

- What do we mean by learning – basic concepts and models?
- How do we learn – constructing meaning?
- What is assessment? How and why is it used in the learning process?
- What makes a lesson effective in terms of learning and teaching? Why?
- What is meant by evaluation? How and why is it used to develop a teacher's teaching practice and the learners' learning?
- How does a mentor share knowledge, skills, information and perspective to develop the personal and professional growth of a teacher?

## Assessment

Candidates will:

- observe an experienced practitioner teaching a group of at least six learners for 40–120 minutes
- observe the experienced practitioner's practice, accompanied by their mentor
- discuss with their mentor the key features of what makes an effective lesson.

In their portfolio, candidates must submit:

### ***Evidence of practice:***

- a completed *Observation Visit Form*
- a copy of the observed experienced practitioner's lesson plan.

### ***Evidence of learning (800 words):***

- an explanation of their understanding of learning and how people learn
- an identification of the teaching methods and learning activities they think engage and motivate learners to learn, and an explanation of why they think this
- an explanation of their understanding of the purposes of assessment.

### ***Evidence of reflection (400 words):***

- an identification and explanation of the key features they think make an effective lesson
- an evaluation of the impact their new learning and experiences from Unit 1 will have on their practice as they prepare for Unit 2.

Candidates may also submit in their portfolio digital images of key moments in the lesson. If submitted, these images should be referred to in the *Evidence of reflection*.

## Unit 2 Teaching an effective lesson

### Learning outcomes

Candidates will explore the practice of teaching and learning so they can:

- E plan a lesson that has clear aims and objectives and a coherent structure
- F teach a lesson that builds on the learners' existing learning to develop new learning, with suitable teaching methods, learning activities and resources
- G assess, in a lesson, the learners' learning at appropriate stages, using suitable methods
- H evaluate a lesson, using feedback from an observer and their own reflection to develop future practice.

### Key questions

To support the learning process, candidates will explore the following key questions:

- Does the lesson have clear aims and objectives? Where do they come from?
- Does the lesson have:
  - a clear beginning to introduce the new learning?
  - a middle section that develops and consolidates learning?
  - a clear conclusion where the learners reflect on what has been learned and its relevance and value?
- What teaching methods and learning activities will be used to help the learners achieve the learning aims and objectives? Why have these been selected?
- What resources will be used to support teaching and learning? Why?
- What methods will be used to formatively assess the learners' learning, for example direct observation and questioning techniques? Why?
- How will the teacher know if the lesson has been effective?

## Assessment

Candidates will:

- plan and teach a lesson
- arrange for the lesson to be observed by their mentor, to provide formative feedback for reflective practice.

In their portfolio, candidates must submit:

### ***Evidence of practice:***

- a completed *Lesson Plan*
- a completed *Observer Feedback Form* based on the *Lesson Plan*.

### ***Evidence of learning (600 words):***

- an explanation of how they structured the lesson so it was coherent
- an explanation of how the teaching methods, learning activities and resources that they used helped to develop the learners' learning
- a description of how they assessed the learners' learning.

### ***Evidence of reflection (600 words):***

- an analysis of the effectiveness of the lesson, highlighting what aspects went well and explaining why they think these went well
- an evaluation of their existing teaching practice – this should identify what aspects need further development and explain how they intend to change and develop those aspects in their future practice.

Candidates may also submit in their portfolio digital images of key moments in the lesson. If submitted, these images should be referred to in the *Evidence of reflection*.

## Unit 3 Facilitating active learning through effective teaching

### Learning outcomes

Candidates will further explore the practice of teaching and learning so they can:

- I plan lessons that are coherent and have clear links to previous learning
- J teach lessons, using an appropriate range of approaches to teaching and learning
- K assess in lessons to monitor learners' learning and progress
- L evaluate lessons, using feedback from a variety of sources to identify strengths and areas for further development in professional practice.

### Key questions

To support the learning process, candidates will explore the following key questions:

- Is the purpose of the lesson apparent, with clear aims and objectives?
- Does the lesson have a clear structure, with:
  - a beginning, with links to existing learning and the introduction of new learning?
  - a middle section that helps the learners to develop and apply their learning?
  - a clear conclusion where the new learning is reviewed?
- Why do teachers need to use a variety of teaching and learning approaches in their practice?
- How will the resources support the learners' learning?
- What factors need to be considered to ensure learning is inclusive? Why?
- When and how will the learners' learning be formatively assessed to allow smooth transitions in the lesson?
- How will the teacher know if the lesson has been effective and the learners have achieved the intended learning outcomes?

## Assessment

Candidates will:

- plan and teach a lesson
- arrange for the lesson to be observed and formatively assessed by their mentor.

In their portfolio, candidates must submit:

### ***Evidence of practice:***

- a completed *Lesson Plan*
- a completed *Observer Feedback Form* based on the *Lesson Plan*.

### ***Evidence of learning (400 words):***

- an explanation of how they structured the lesson so it was coherent and linked to previous learning to help the learners achieve the intended learning objective or outcomes
- an explanation of why they used the range of approaches to teaching and learning
- an explanation of how the lesson was inclusive.

### ***Evidence of reflection (800 words):***

- an explanation of how they used formative assessment to monitor the learners' learning and progress and evaluate how effective it was
- an analysis of their existing teaching and learning practice to identify strengths and aspects that need further development
- an evaluation of the new knowledge and skills they have developed in the Certificate and an explanation of how this will help to develop their future professional practice so that their learners will learn more effectively.

Candidates may also submit in their portfolio digital images of key moments in the lesson. If submitted, these images should be referred to in the *Evidence of reflection*.

## Assessment criteria

Candidates will be assessed for the Certificate according to the following criteria, applied to the portfolio of evidence as a whole:

- Understanding teaching and learning
- Developing thinking and practice
- Analysis and discussion
- Communication and presentation.

<b>DISTINCTION</b>	
<b>Understanding teaching and learning</b>	Demonstrates a well-focused understanding of relevant concepts and principles, with evidence of analysis of strengths and weaknesses. Applies relevant concepts and principles to own practice, with evidence of critical evaluation and limitations.
<b>Developing thinking and practice</b>	Evidences effective practice, with a well-focused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own practice, and identification of learning from experience.
<b>Analysis and discussion</b>	Analyses questions and issues arising from study, enquiry, discussion and experience, in a well-focused manner, supported by relevant and useful examples drawn from valid and reliable evidence. Evidence of a range of information sources to inform the analysis and discussion. Well-structured work.
<b>Communication and presentation</b>	Presents ideas, arguments and information in a well-structured and consistent manner. Professional approach to presentation of work, with opinions only given when justified and/or backed up by evidence. Academic conventions followed, with appropriate referencing to published work or other accepted sources of evidence.

<b>PASS</b>	
<b>Understanding teaching and learning</b>	Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.
<b>Developing thinking and practice</b>	Evidences effective practice, with a sound and largely accurate understanding of relevant theories and principles underlying practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.
<b>Analysis and discussion</b>	Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.
<b>Communication and presentation</b>	Presents ideas, arguments and discussions in an orderly and generally consistent manner. Professional approach to presentation of work. Opinions may be expressed at times without evidential or other accepted support. Academic conventions mostly followed, with attempt to reference appropriately.

<b>FAIL</b>	
<b>Understanding teaching and learning</b>	Demonstrates inadequate or poor understanding of relevant concepts and principles. Application to own practice may be very limited, inadequate or inappropriately applied.
<b>Developing thinking and practice</b>	Little or poor evidence of linking effective practice with theories and principles. Limited or inaccurate understanding of relevant theories and practice. Little evidence of application of theories and principles to own practice.
<b>Analysis and discussion</b>	Descriptive accounts, with inaccuracies and misunderstandings in places. Opinions and views expressed, but without links to evidence and/or relevant examples. Work likely to be poorly organised and structured.
<b>Communication and presentation</b>	Work demonstrates significant weaknesses in presentation and may be poorly structured, not well organised and not presented in a professional manner. Opinions may be given at length without any attempt to provide support from other sources.

### 3. Cambridge International Diploma in Teaching and Learning

#### Introduction to the Diploma

##### Aims

In the Diploma, teachers will have the opportunity to:

- 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.

##### Structure

The Diploma comprises three modules related to practice:

<b>Module 1</b>	Exploring teaching and learning
<b>Module 2</b>	Teaching and learning in action
<b>Module 3</b>	Developing professional practice

For the Diploma, candidates must achieve a pass or distinction in Module 1 to progress to Module 2. Modules 2 and 3 will then deepen and extend their knowledge, understanding and skills, and lead to the award of the Diploma. Candidates must achieve a pass or distinction for Module 2 before entering for Module 3.

Each module is set out below in terms of its learning outcomes, key questions, assessment approach and evidence requirements, and assessment criteria.

- Each **learning outcome** specifies what a candidate is expected to know, understand and/or be able to demonstrate after completing the process of learning in the module.
- The **key questions** in each module show how professional learning can be focused.
- The **assessment approach and evidence requirements** explain how candidates can show that they have achieved the learning outcomes.
- The **assessment criteria** are used by Cambridge International examiners in their judgements on the quality of the evidence presented. They specify what the candidate is expected to do to demonstrate that they have achieved a learning outcome.

## Candidate requirements

Candidates need to:

- be a full- or part-time teacher, teaching in an educational institution such as a school, college, university or adult training centre
- teach in their current school over a full academic year, for a minimum of 24 weeks and a minimum of six hours per week
- have the regular support of a mentor who understands the essential principles that underpin this qualification, and can provide helpful advice and observations
- teach the same learner group for the activities planned for in Modules 2 and 3
- teach a group of a minimum of six learners
- be responsible for planning and facilitating the learning activities of their learners.

## Language Requirements

Candidates are required to have sufficient competence in English to participate in the qualification. All candidates should have English language competence comparable to Level B2 in the *Common European Framework of Reference for Languages* (CEFR).

We recommend a minimum requirement of 5.5 on the *International English Language Testing System*.

Further information may be obtained through the Council of Europe website:

**[http://coe.int/t/dg4/education/elp-reg/cefr\\_grids EN.asp](http://coe.int/t/dg4/education/elp-reg/cefr_grids_EN.asp)**

The IELTS website: **[www.ielts.org/](http://www.ielts.org/)**

## Evidence requirements

In each module portfolio, candidates use the relevant Cambridge International templates to gather, organise and present their evidence to satisfy the assessment criteria.

In the introduction to the portfolio, candidates confirm that they meet the candidate requirements and provide background information about their professional experience and role, and the context in which they teach. This is their opportunity to indicate significant influences on their work and professional development. This introduction is not assessed or judged, but helps the examiner to understand and interpret evidence and reflections.

The Diploma is designed so that candidates can demonstrate their professional thinking and practice as clearly and efficiently as possible. The evidence required matches the learning outcomes. In their portfolio, candidates provide evidence of their:

- *practice* – actual teaching practice
- *learning* – newly acquired knowledge, skills and understanding
- *reflection* – skills in analysing, synthesising and evaluating their experiences to develop their future professional practice.

With written evidence, candidates should keep to the word limits and respond to the prompts in templates succinctly. The prompts indicate how to focus and shape their explanations, reflections and other evidence. Candidates must also follow Cambridge International's rules for the format and size of digital evidence such as images.

Candidates' reflections should reference other people's thoughts and experiences, whether these are in the form of academic publications, or posts to online discussion forums or blogs. All sources must be clearly referenced.

## Module 2 Teaching and learning in action

### Learning outcomes

In this module, candidates will explore their teaching and learning practice more deeply and critically so they can:

- M design a sequence of learning (programme plan or scheme of work) that is coherent and meets both curriculum and learner needs
- N plan lessons that are inclusive and have a coherent structure, with clear links to previous learning and intended learning outcomes
- O use a variety of teaching methods and learning activities that are predominantly based on constructivist (active) approaches and are inclusive so all learners learn well
- P manage lessons effectively, using a combination of individual, pair and group work, so all learners are motivated and stay engaged in the learning process
- Q assess formatively, using a range of methods, to support learners' learning, and use the outcomes from feedback to inform learners' future learning and their own teaching practice
- R evaluate a sequence of learning and individual lessons using feedback from a variety of sources to help develop future professional practice and the learners' learning.

### Key questions

To support the learning process, candidates will explore the following key questions:

- How can a syllabus be interpreted and used to design a sequence of learning?
- What is meant by 'inclusive education'?
- Why might constructivist approaches to teaching and learning help learners to learn more effectively?
- How can all the learners be involved and supported in a lesson?
- Why do learners need to know and understand how their learning is progressing and what they need to do to develop?
- How will learner and observer feedback be used to develop future professional practice?

## Assessment

The assessment in Module 2 focuses on the reflective practice of candidates. Candidates select a particular sequence of lessons within their overall teaching programme. They should select a lesson sequence that is most relevant and interesting to themselves, their learners and to their schools, in the light of the new ideas and approaches they want to apply in practice. In their evidence, they will analyse and evaluate two lessons in particular. These lessons must be in sequence.

Candidates will:

- plan and teach a sequence of lessons (programme plan) with:
  - at least 10 hours of contact time
  - at least five consecutive lessons of 40–120 minutes each
  - a minimum of six learners in the group
- plan two sequential lessons from the programme plan
- teach the two lessons
- obtain feedback from the observer in the two lessons
- obtain feedback from the learners in the two lessons.

In their portfolio, candidates must submit:

### **Evidence of practice:**

- a *Programme Plan* for the sequence of lessons taught
- their *Lesson Plans* for the two particular lessons
- a completed *Observer Feedback Form* for each of these two lessons
- one *Learning Activity* they designed and used in one of the two lessons – this should give evidence of innovation (something new) in their teaching practice and of learning being inclusive
- one *Formative Assessment Activity* they designed and used in one of the two lessons that gives evidence of how it supports and monitors the learners' learning
- a completed *Summary of Learner Feedback Form* and four samples of learner feedback from the two lessons (two from each lesson).

### **Evidence of learning (1600 words):**

Based on the two taught sequential lessons:

- an identification of the sources they used to plan the lessons, explaining how these helped to make the lessons coherent
- an explanation of their understanding of inclusive learning, identifying aspects that helped to make the learners' learning inclusive
- a discussion of why using predominantly constructivist (active) approaches to teaching and learning helps learners to learn, progress and achieve more effectively
- a description of how they prepared learning resources (for example activities, materials and equipment) and the learning environment to support the learners' learning
- an explanation of how they used individual, pair and/or group work in the two lessons to involve, support and guide the learners in their learning
- a description of what formative assessment methods they used to support and monitor the learners' learning, explaining why they used these
- a description of how they provided feedback when using different formative assessment methods and why they used these
- an explanation of how they used the outcomes from formative assessments to inform future learning and teaching.

**Evidence of reflection (2000 words):**

Based on the two taught sequential lessons and their experiences during this module:

- an analysis of the approaches to teaching and learning they used in the two observed lessons – this should identify what engaged and motivated their learners to learn, and explain the reasons why
- an evaluation of the two lessons, highlighting what worked well and why, and what did not work well and why – it should also explain what developments they intend to make in the future
- an evaluation of the learning activity and formative assessment activity they designed and used that were 'new' to their practice
- an evaluation of their teaching practice and the learners' learning, using feedback from a variety of sources to identify existing strengths and those aspects that need further development.

Candidates may also submit in their portfolio digital images of key moments in the lessons. If submitted, these images should be referred to in the *Evidence of reflection*.

## Module 3 Developing professional practice

### Learning outcomes

In this module, candidates will critically engage with key learning theories. This will help them reflect on their professional practice more deeply so they can:

- S evaluate a sequence of learning (programme plan) to plan for future developments
- T evaluate strategies used to facilitate the learners' learning to help them progress and achieve
- U evaluate strategies used to develop learner creativity and inclusive learning
- V analyse how formative assessment has been practised to support and monitor the learners' learning, prepare them for summative assessment, and inform their own teaching practice
- W critically review learning theories to help them understand and develop their own professional practice and learners' learning
- X evaluate their own professional practice and the impact this has had on learners and their learning.

### Key questions

To support the learning process, candidates will explore the following key questions:

- What theories of learning guide existing practice and how does having a greater understanding of them help to develop future professional practice?
- Why do teachers need to design and plan for learning and teaching?
- How can teachers support, challenge and extend the learning of all their learners?
- How can teachers develop creativity in all their learners?
- Why is formative assessment and subsequent feedback considered to be such an important part of the learning process?
- Why do teachers need to be reflective practitioners?
- Why does the evaluation of learning and teaching need to be an ongoing process?

## Assessment

As part of their practice, candidates will:

- reflect and learn from their Diploma experiences
- plan for future developments to their professional practice to help learners to progress and achieve in their learning.

In their portfolio, candidates must submit:

### **Evidence of practice:**

- their completed *Professional Development Plan*.

### **Evidence of learning and reflection (2400 words):**

Based on their Diploma experiences and teaching the sequence of learning (programme plan) designed for Module 2:

- an evaluation of the current programme plan indicating what realistic and feasible changes they would like to make to develop future learning programmes
- an analysis of the significant changes in their planning, teaching and assessment practice – this should explain why the changes have been adopted and the impact these have had on their learners' learning
- an analysis of the strategies used to promote inclusive learning and the impact this had on the learners and their learning
- an analysis of the activities that encouraged the learners to be curious and creative in their learning and how effective they were in motivating them to learn
- an evaluation of how learning was inclusive so all the learners' learning was supported, challenged and extended
- an analysis of how effectively formative assessments were used to support and monitor the learners' learning
- a justification of why an understanding of the concept of learning and how people learn helps to develop their professional practice
- an evaluation of the knowledge and skills they have developed during the Diploma programme – this should also explain what they intend to develop in their future professional practice to help their learners learn more effectively.

## Assessment criteria

Candidates will be graded for each module according to the following criteria, applied to the portfolio of evidence as a whole:

- Understanding teaching and learning
- Developing thinking and practice
- Analysis and discussion
- Communication and presentation.

To achieve a Distinction in the Diploma, a candidate must achieve at least two module Distinctions.

DISTINCTION	
<b>Understanding teaching and learning</b>	Demonstrates a detailed, accurate and well-informed understanding of key concepts and principles, with some evaluation of different ideas or approaches. Evidence of some sustained critical analysis and evaluation in their application to both their own and others' practice.
<b>Developing thinking and practice</b>	Evidences effective practice in detail and with insight, and with awareness and appropriate analysis of how different theories and principles apply to practice. Well-developed application of a number of theories and principles to own practice. Well-developed reflective evaluation of own practice and specific ways of learning from experience.
<b>Analysis and discussion</b>	Analyses, with insight and in detail, questions and issues drawn from relevant and topical studies, enquiries and experience. Relevant and appropriately depicted examples drawn from well-established evidence. Range of different and relevant information sources to inform analysis and discussion. Well-structured approach.
<b>Communication and presentation</b>	Presents ideas, arguments and information in a well-structured, consistent and clearly expressed manner. Presentation of work is highly professional, and views/opinions supported by external reference to relevant sources. Academic conventions followed consistently throughout the work, with referencing to published or other accepted sources of evidence that are current.

<b>PASS</b>	
<b>Understanding teaching and learning</b>	Demonstrates a sound and informed understanding of key concepts and principles, with an awareness of different ideas or approaches. Analyses and evaluates application of key concepts and principles to both their own and others' practice.
<b>Developing thinking and practice</b>	Evidences effective practice, with detail, in some areas. Thorough and informed understanding of how different theories and principles apply to practice. Sound application of theories and principles to practice. Evidence of reflective evaluation of own practice, and some insight into learning from experience.
<b>Analysis and discussion</b>	Analyses questions and issues arising from appropriate studies, enquiries and experience, appropriately and with relevance. Evidence of use of different information sources to support discussion and analysis. Structured approach to analysis and discussion.
<b>Communication and presentation</b>	Presents ideas, arguments and information in a well-ordered manner, with sound levels of consistency and expression. Professional presentation of work, with use of external sources of evidence. Academic conventions followed, with use of accepted referencing conventions.

<b>FAIL</b>	
<b>Understanding teaching and learning</b>	Demonstrates inadequate or poor understanding of relevant concepts and principles. Application to own and others' practice may be limited, inadequate or inappropriately applied. Application to others' practice may be absent.
<b>Developing thinking and practice</b>	Little or poor evidence of linking effective practice with theories and principles. Limited or inaccurate understanding of relevant theories and practice. Little evidence of application of theories and principles to own practice.
<b>Analysis and discussion</b>	Descriptive approach, with some inaccuracies and misunderstandings in places. Opinions and views expressed, but poor or inappropriate links to evidence and/or relevant examples. Work likely to be poorly organised and structured.
<b>Communication and presentation</b>	Work demonstrates weaknesses in presentation and may be poorly structured and not presented in a professional manner. Opinions may be given without any attempt to provide support from other accepted external sources.

Cambridge Assessment International Education  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

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