

**Cambridge International Certificate
in Teaching Bilingual Learners
Syllabus code: 6238**

Cambridge
Professional
Development

**Cambridge International Diploma
in Teaching Bilingual Learners
Syllabus code: 6239**

Available for examination January 2018 – December 2019



Preface

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

For more information and updates about the PDQs, please go to 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 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

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1. Introduction to the syllabus

What is the purpose of the Certificate and Diploma in Teaching Bilingual Learners?

The Certificate and Diploma are designed to help teachers develop their professional thinking and practice. They will also help bilingual learners learn curricular subjects through an additional language more effectively, by promoting the learning of both the subject and the additional language. The qualifications also help teachers to reflect on learners' first language development.

Who are the qualifications for?

The Certificate and Diploma are for practising teachers who are teaching:

- a non-language curricular subject (such as history or mathematics)
 - to bilingual learners
 - through an additional language.

Teachers who teach language-only subjects (such as English second language or Spanish first language) are not eligible to enter for these qualifications.

For the purpose of this syllabus, '*bilingual learners*' are typically learners who use their first language at home/in the community. They are learning subjects through a language that is an '*additional language*' – a language that is not their first language, such as a foreign or a second/third language. Their learning may take place in a variety of '*bilingual or multilingual contexts*' – they may be learning all subjects through the additional language. Or, if they are on a '*bilingual education*' programme (or a '*trilingual education*' programme), they may be learning some subjects through the additional language(s) and some through the first language, or the same subject through two languages.

The qualifications focus on the development of knowledge, skills and understanding in the key aspects of teaching bilingual learners. They are inclusive and relevant to all teaching and learning contexts: from primary and secondary general education, 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. '*Subject*' is used to refer to a non-language curriculum area involving content and coverage of knowledge and skills, as taught in primary, secondary or other contexts.

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 Bilingual Learners 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 bilingual learners
- support both content and language learning
- 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

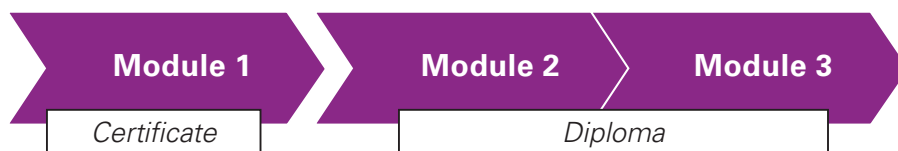
Research indicates that excellent teacher professional development:

- 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 in a module 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 Bilingual Learners

Introduction to the Certificate

Aims

In the Certificate, teachers will have the opportunity to:

- 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.

Structure

The Certificate comprises three units related to practice, and forms Module 1: Exploring teaching bilingual learners through an additional language of the Diploma in Teaching Bilingual Learners.

| | |
|--------|--|
| Unit 1 | <i>Understanding principles of teaching bilingual learners through an additional language</i> |
| Unit 2 | <i>Teaching a lesson for bilingual learners with a focus on understanding content</i> |
| Unit 3 | <i>Teaching a lesson for bilingual learners with a focus on active learning and productive language skills</i> |

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
- be teaching a non-language curricular subject to bilingual learners, through a language that is an additional language for learners (i.e. a language that is not their first language, such as a foreign or a second/third language)
- 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/**

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 bilingual learners through an additional language

Unit 1 Understanding principles of teaching bilingual learners through an additional language

Learning outcomes

Candidates will engage with principles, concepts and skills related to teaching bilingual learners through an additional language so they can:

- A explain their understanding of the challenges of learning a curricular subject through an additional language in their own context, and estimate the language levels of their learners and themselves
- B review teaching approaches that help the learning of both content and language in their own context
- C explain their understanding of the formative assessment strategies which help to support bilingual learners' progress in content and language
- D identify and explain key features of what they think makes an effective lesson focused on content and language, including areas that need changing to make it more effective – they will also 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 are useful terms for discussing concepts related to teaching bilingual learners? What do they mean?
- Does the school use a system to describe levels of foreign language competence (e.g. CEFR – Common European Framework of Reference for Languages)? How would they describe the language level(s) of their learners and themselves?
- What are the challenges of learning a curricular subject through an additional language, particularly in their own context?
- Which teaching strategies help learners with these challenges and help the learning of both content and language, particularly in their own context?
- What are the key features of an effective lesson focused on content and language?
- What formative assessment strategies can support bilingual learners' progress in content and language?
- What is meant by 'evaluation' and why is it important to share ideas with colleagues?

Assessment

Candidates will:

- observe an experienced practitioner teaching a group of at least six bilingual learners for 40–120 minutes, focusing on content and language
- observe the experienced practitioner’s practice, accompanied by their mentor
- discuss with their mentor the key features of what makes an effective lesson focused on content and language.

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 the challenges of learning a curricular subject through an additional language in their own context
- concerning the additional language, an estimation of the language level(s) of their learner group and of themselves
- an identification of the teaching approach(es) that they think help(s) the learning of both content and language, and an explanation of why they think this
- an explanation of their understanding of how formative assessment strategies help support bilingual learners’ progress in both content and language.

Evidence of reflection (400 words):

- an analysis of the key features they think made it an effective lesson focused on content and language, and areas that need changing to make it more effective
- an evaluation of the impact that 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 a lesson for bilingual learners with a focus on understanding content

Learning outcomes

Candidates will explore the practice of teaching bilingual learners through an additional language so they can:

- E plan a lesson to support learners' understanding. This lesson has a coherent structure and identifies appropriate teaching methods, learning activities and resources (adapted where necessary) to meet clear content and language learning objectives
- F teach the lesson, using classroom language, teaching methods, learning activities and resources to support learners' understanding
- G assess formatively, in the lesson, learners' progress with the learning objectives, including understanding of content and language
- H evaluate the lesson, using feedback from an observer and own reflection to develop future practice.

Key questions

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

- What language do learners need in order to understand the content for this lesson (examples may include vocabulary, grammatical structures, reading and listening skills)?
- How will the lesson be structured to support learners' understanding and meet the set content and language objectives?
- How will prior knowledge be activated to support learners' understanding?
- What teaching methods, learning activities and resources will be used and adapted to support learners' understanding and help them to achieve the intended learning objectives?
- What formative assessment strategies will be used to monitor and support learners' understanding (for example, using effective questioning, or observation)?
- What does feedback from, and discussion with, the observer tell them about the aspects that went well and the aspects that they need to develop to improve their professional practice?

Assessment

Candidates will:

- select and adapt a resource to be used in the lesson to support learners' understanding
- plan and teach the lesson focused on content and language learning that supports learners' understanding
- 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*
- *Teaching Materials* created or used in the lesson.

Evidence of learning (600 words):

- an explanation of how they structured the lesson to support learners' understanding, and what the challenges were when planning the lesson
- a rationale for the choice of teaching methods, learning activities and resources used in the observed lesson to support learners' understanding, and how and why they adapted teaching materials
- an account of how they formatively assessed the learners' progress with the learning objectives, including understanding of content and language.

Evidence of reflection (600 words):

- an analysis of the effectiveness of the lesson in supporting learners' understanding, highlighting what aspects went well and explaining why they think these went well
- an evaluation of their existing teaching practice, by:
 - identifying aspects of the lesson that need further development to more effectively support learners' understanding
 - explaining 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 that evidence supporting learners' understanding. If submitted, these images should be referred to in the *Evidence of reflection*.

Unit 3 Teaching a lesson for bilingual learners with a focus on active learning and productive language skills

Learning outcomes

Candidates will further explore the practice of teaching bilingual learners so they can:

- I plan a lesson focused on content and language learning to stimulate learners' active participation in the lesson and to develop productive language skills. This lesson has a coherent structure and identifies appropriate teaching methods, learning activities and resources (adapted where necessary) to meet clear content and language learning objectives
- J teach the lesson, using classroom language, teaching methods, learning activities and resources to stimulate learners' active participation and to develop productive language skills
- K assess formatively, in the lesson, learners' progress with the learning objectives, including active participation and productive language skills
- L evaluate the lesson, using feedback from an observer and own reflection 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:

- What is meant by 'active learning'? How can this help to develop the productive language skills of speaking and writing?
- What language do learners need to discuss the content for this lesson (for example vocabulary, grammatical structures, speaking and writing skills)?
- How will the lesson be structured to stimulate learners' active participation and to develop productive language skills, to meet set content and language objectives?
- What teaching strategies, learning activities and resources will be used and adapted to help learners participate in the lesson and think, speak and write about the topic?
- What formative assessment strategies will be used in the lesson to monitor learners' progress with the learning objectives – this will include their active participation and productive language skills (for example, observation, recasting, using prompts for self and peer assessment)?
- How does a variety of feedback (observer, learner, self-reflection) indicate the aspects that went well and the aspects that need developing to improve professional practice?
- How are they going to continue learning about teaching a curricular subject through an additional language? How are they going to share what they have learnt with colleagues? How are they going to learn from colleagues?

Assessment

Candidates will:

- select and adapt a resource to be used in the lesson to stimulate learners' active participation and to develop productive language skills
- plan and teach the lesson focused on content and language learning that stimulates learners' active participation and develops productive language skills
- 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*
- *Teaching Materials* created or used in the lesson.

Evidence of learning (400 words):

- an explanation of how they structured the lesson to stimulate learners' active participation and to develop productive language skills
- a rationale for the choice of teaching methods, learning activities and resources used in the observed lesson to stimulate learners' active participation and to develop productive language skills.

Evidence of reflection (800 words):

- an analysis of the effectiveness of the lesson in stimulating learners' active participation and developing productive language skills – this will include any changes they made from the planned lesson, explaining why they made these changes
- an explanation of how they used formative assessment in the lesson to monitor learners' progress with the learning objectives – this will include learners' active participation and productive language skills, and an evaluation of how effective this was
- an evaluation of how their knowledge, skills and understanding of teaching bilingual learners have developed as a result of their work for the Certificate, any aspects that need further development and how they are going to develop these.

Candidates may also submit in their portfolio digital images of key moments in the lesson that evidence learners' active participation and productive language skills. 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 bilingual learners
- Developing thinking and practice in teaching bilingual learners
- Analysis and discussion
- Communication and presentation.

| DISTINCTION | |
|--|---|
| Understanding teaching bilingual learners | 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. |
| Developing thinking and practice in teaching bilingual learners | 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. |
| Analysis and discussion | 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. |
| Communication and presentation | 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. |

| PASS | |
|--|---|
| Understanding teaching bilingual learners | Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice. |
| Developing thinking and practice in teaching bilingual learners | 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. |
| Analysis and discussion | 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. |
| Communication and presentation | 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. |

| FAIL | |
|--|--|
| Understanding teaching bilingual learners | Demonstrates inadequate or poor understanding of relevant concepts and principles. Application to own practice may be very limited, inadequate or inappropriately applied. |
| Developing thinking and practice in teaching bilingual learners | 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. |
| Analysis and discussion | 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. |
| Communication and presentation | 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 Bilingual Learners

Introduction to the Diploma

Aims

In the Diploma, teachers will have the opportunity to:

- 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.

Structure

The Diploma comprises three modules related to practice:

| | |
|-----------------|--|
| Module 1 | Exploring teaching bilingual learners through an additional language |
| Module 2 | Developing reflective practice in teaching bilingual learners |
| Module 3 | Evaluating theory and practice in teaching bilingual learners |

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
- be teaching a non-language curricular subject to bilingual learners, through a language that is an additional language for learners (i.e. a language that is not their first language, such as a foreign or a second/third language)
- 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/**

Evidence requirements

In each module portfolio, candidates will 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 Developing reflective practice in teaching bilingual learners

Learning outcomes

In this module, candidates will explore their teaching and learning practice more deeply and critically, and further analyse the language demands of their curricular subject. They will engage with a model of integrating content and language learning. They will also apply their developing knowledge and skills in designing and managing a sequence of learning (over a number of lessons) for bilingual learners so that they can:

- M use a suitable model of integrating content and language learning, and design a sequence of lessons (programme plan or scheme of work) that has a coherent structure, meets curriculum and learner needs, identifies required language support, and links to previous learning
- N make visible to students the content and language learning objectives, including subject-specific language and structures, and discuss with them the learning process that will be used to achieve learning objectives
- O create a psychologically safe learning environment and be culturally aware in order to develop learners' self-confidence in actively using content and language, and to support collaborative and individual learning
- P activate learners' existing content and language knowledge and experiences relating to a topic, and use a range of techniques to scaffold content learning and language learning
- Q use a range of formative assessment methods to support learners' content and language learning and to develop learner autonomy through learning skills – also use the outcomes from feedback to inform learners' future learning and 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:

- Which model(s) of integrating content and language learning will they use or adapt for their context? Are there other bilingual teaching approaches that they will incorporate?
- What language support will learners need? Which language objectives support the content objectives? How can they build their own and learners' understanding of the academic language required for their subject? Will they have to adapt any activities or materials?
- What existing content and language knowledge and experiences do learners have on a topic?
- How can bilingual learners develop independent language learning skills?
- Which techniques will they use to scaffold content learning and language learning, to support higher-order thinking and learning of challenging content? How can they build a reassuring classroom culture, and support individual needs?
- How will formative assessment methods be tailored to bilingual learners (for example, differentiating content and language errors, preparing for summative assessments)?
- 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 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 portfolios candidates must submit:

Evidence of practice:

- a *Programme Plan* for the sequence of lessons taught
- one *Learning Activity* they designed and used in one of the two lessons – this should show that they made subject-specific academic language visible in their teaching practice and used techniques to scaffold content and language learning
- one *Formative Assessment Activity* they designed and used in one of the two lessons that shows how it supports and monitors the learners' learning of content and language
- a completed *Observer Feedback Form* for each of these two lessons
- a completed *Summary of Learner Feedback Form* and four samples of learner feedback from the two lessons (two from each lesson)
- a sample of *Teaching Materials* as adapted by the candidate.

Evidence of learning (1600 words):

Based on the two taught sequential lessons:

- an identification of the model of integrating content and language learning (and, if appropriate, any other bilingual teaching approaches) that they used and, if relevant, a description of how they adapted it for their context
- a description of how they designed their programme plan to integrate content and language learning, and to meet curriculum and learner needs
- an explanation of how they communicated the content and language learning objectives and learning process to learners
- an explanation of how they adapted their approach during and between the lessons in response to learners, and to maintain a psychologically safe learning environment
- a description of how they activated learners' existing content and language knowledge and experiences relating to a topic, and which techniques they used to scaffold content and language learning
- a description of which formative assessment strategies they used to support and monitor the learners' content and language learning, and an explanation of why they used these
- an explanation of how they used the outcomes from formative assessment to help their learners.

Evidence of reflection (2000 words):

In relation to their programme and their two featured lessons, and linking to relevant theory as applicable, an evaluation of:

- the effectiveness of the model of integrating content and language learning that they used or adapted for their context, and of any other bilingual teaching approaches that they incorporated
- any difficulties learners faced with the content and language and how these were overcome
- candidates' own growing awareness of the characteristics of the academic language of their subject
- psychological, cultural and language issues that arose and how these were met
- how the outcomes from observer and learner feedback will impact on their future practice and learners' learning.

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 Evaluating theory and practice in teaching bilingual learners

Learning outcomes

In this module, candidates will critically engage with bilingual learning theory and widen their horizons. This will help them extend their professional thinking and practice so they can:

- S analyse the use or non-use of the first language in their lessons, and evaluate the impact of educational theory and school policy on their current and future practice
- T provide recommendations for improving the school's support for bilingual learners, based on consultation with stakeholders (learners, parents and colleagues)
- U evaluate the effectiveness of the principles and strategies they have used to teach bilingual learners
- V identify further opportunities for integration of content and language, and for creating cross-curricular experiences through collaboration with language and/or other teachers
- W identify other ideas from educational theory and research concerning the teaching of bilingual learners which they think will continue to inform, develop and improve their professional thinking
- X evaluate their role as content teacher and to what extent they think they are also a language teacher.

Key questions

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

- How is the relationship between first language development and additional language development relevant to their understanding and support of their learners?
- Is the first language encouraged or discouraged in lessons, and for what reasons? How is their current practice influenced by educational theory and school policy? Has their exploration of the topic changed their view?
- How will they consult stakeholders (learners, parents and key colleagues) on the challenges of learning and teaching through an additional language?
- What is their analysis of this feedback? What recommendations will they make for improving the school's support for bilingual learners?
- How will they determine the effectiveness of the principles and strategies they used to teach bilingual learners?
- Have they simply supported language or helped language learning? How can they improve the integration of content and language themselves and through collaboration with language teachers?
- Which other ideas from bilingual educational theory and research evidence will they focus their future research and inquiry on? Why?
- How has the Diploma altered their view of their role as a content teacher? To what extent are content teachers also language teachers?

Assessment

As part of their practice, candidates will:

- read relevant literature, and share experiences with colleagues, to explore the use or non-use of the first language in lessons
- gather feedback from stakeholders (learners, parents and colleagues) on the challenges of learning and teaching through an additional language – they will also make recommendations for improving the school’s support for bilingual learners
- reflect and learn from their Diploma experiences on the effectiveness of the principles and strategies they have used to teach bilingual learners – this will help them 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:

- *summary information about consultation:* the number of learners, parents and colleagues consulted, and the job titles of colleagues
- *interview questions or Questionnaire(s)*, and their analysis of feedback from stakeholders (learners, parents and colleagues)
- their completed *Professional Development Plan*
- relevant extracts from the school’s *Language Policy*.

Evidence of learning and reflection (2400 words):

Candidates will evaluate the knowledge and skills they have developed during the Diploma programme. They will also indicate what they intend to develop in their future professional practice to help their bilingual learners learn more effectively. Based on their Diploma experiences and teaching the sequence of learning (programme plan) designed for Module 2, their interactions with colleagues and their critical engagement with resources and reading:

- an analysis of the use or non-use of the first language in their lessons and the impact of educational theory and school policy on their current and future practice
- recommendations for improving the school’s support for bilingual learners, based on their analysis of feedback from stakeholders (learners, parents and colleagues)
- an evaluation of the effectiveness of the principles and strategies they have used to teach bilingual learners
- an identification of further opportunities for integration of content and language and for the creation of cross-curricular experiences through collaboration with language and/or other teachers
- an identification of other ideas from educational theory and research evidence concerning the teaching of bilingual learners which they think will continue to inform, develop and improve their professional thinking
- an evaluation of their role as content teacher and to what extent they think they are also a language teacher.

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 bilingual learners
- Developing thinking and practice in teaching bilingual learners
- Analysis and discussion
- Communication and presentation.

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

| DISTINCTION | |
|--|---|
| Understanding teaching bilingual learners | 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. |
| Developing thinking and practice in teaching bilingual learners | 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. |
| Analysis and discussion | 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. |
| Communication and presentation | 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. |

| PASS | |
|--|--|
| Understanding teaching bilingual learners | 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. |
| Developing thinking and practice in teaching bilingual learners | 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. |
| Analysis and discussion | 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. |
| Communication and presentation | 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. |

| FAIL | |
|--|---|
| Understanding teaching bilingual learners | 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. |
| Developing thinking and practice in teaching bilingual learners | 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. |
| Analysis and discussion | 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. |
| Communication and presentation | 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. |

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