



# Syllabus

## Cambridge International Award in Teaching and Learning 6207



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## Why choose Cambridge International?

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Cambridge Professional Development Qualifications (PDQs) provide a strong framework to support the effective continuing professional development of candidates.

They help candidates to:

- engage critically with relevant concepts, principles, theories and best practices from around the world
- apply new ideas and approaches in reflective practice in their own teaching and learning context
- formatively evaluate experiences to plan further development
- transform the quality of teaching and school leadership to improve the outcomes of students.

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

The Cambridge International Award offers flexibility of provision for schools seeking to secure a rigorous foundation in teaching and learning for novice teachers or more experienced teachers who may need preparation for teaching in a Cambridge school.

**'The programme has had a remarkable impact on my teaching, as I have focused on my students' learning and have brought in collaborative learning activities into my classroom.'**

**Award Candidate, Pakistan**

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# 1 Introduction

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## Purpose of this Award

The Cambridge International Award in Teaching and Learning provides a rigorous foundation in teaching and learning for novice teachers or more experienced teachers who may need preparation for teaching in a Cambridge school. It is both an opportunity to learn new theory, and, importantly, for the candidates to apply that learning to their teaching.

The Award enables teachers to discover teaching and learning through key aspects of a teacher's role:

- well designed and engaging lessons
- evaluating learning
- managing classrooms effectively and relating well to parents and other members of the school community.

It builds teachers' knowledge and experience in key elements of active learning, assessment for learning, metacognition and inclusion.

The structure of the Award enables progression through a spiral of learning, reflection and application in order for teachers to develop their understanding and practice. Candidates use their learning in a professional context and reflect on this experience with the support of a mentor. Written assignments enable candidates to reflect carefully on their developing understanding and practice of teaching and learning, within the context of wider literature.

## Purpose of this document

This syllabus sets out the details of the Cambridge International Award in Teaching and Learning. This is a Cambridge Professional Development Qualification (PDQ) offered by Cambridge Assessment International Education.

The syllabus will outline the design, structure and requirements of this qualification. It will be useful as a reference point for school leaders, mentors and candidates.

The syllabus focuses on the assessment objectives and related scheme of assessment. For further guidance on the design principles and features of PDQ programmes please see the resources for Cambridge Professional Development Centres. These are available at [www.cambridgeinternational.org/pdq](http://www.cambridgeinternational.org/pdq)

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## Quality and progression

Cambridge PDQs are benchmarked to the Framework for Higher Educational Qualifications (FHEQ) for England, Wales and Northern Ireland. The Cambridge International Award in Teaching and Learning is benchmarked to FHEQ Level 4. Candidates may progress to the PDQ Certificate, which is also benchmarked to FHEQ Level 4, and to the PDQ Diploma, which is benchmarked to FHEQ Level 5.

This means that teachers and leaders achieving a Cambridge PDQ are well prepared for their next step in the professional development pathway and their Cambridge PDQ has value as they progress to relevant Level 6 and 7 programmes.

Further information on running the PDQ programme in your school context can be found in **Cambridge Professional Development Qualifications: A guide for school leaders**, available at:  
<http://bit.ly/pdqschoolleaders>

'Excellent trainers, friends and of course an integrated structure of theory and practice. All trainers demonstrated what a good teacher should do in a real classroom environment.'

Award Candidate, China

## 2 The Cambridge Teacher

### The Cambridge teacher attributes

Cambridge International programmes and qualifications develop not only subject knowledge and skills but also attitudes, ways of thinking and behaviours.

There are five Cambridge teacher attributes. Cambridge teachers are:

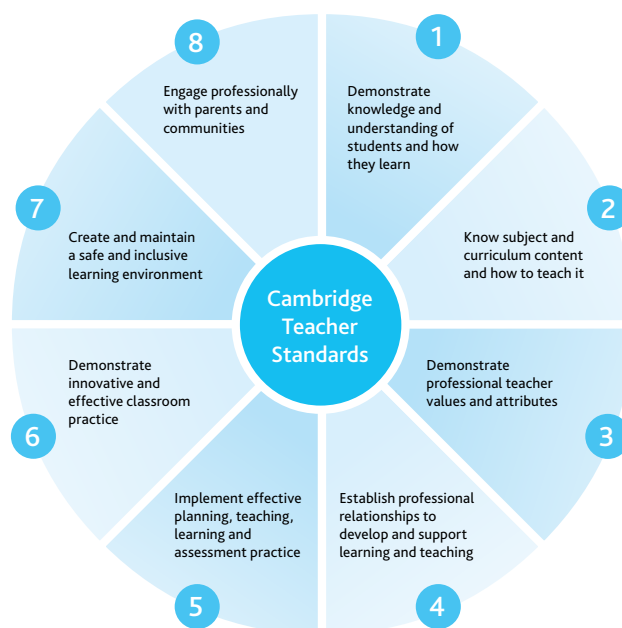
- **confident** in teaching their subject and engaging each student in learning
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners themselves, developing their practice
- **innovative** and equipped for new and future challenges
- **engaged** intellectually, professionally and socially, ready to make a difference.

The Award encourages and enables teachers to develop these attributes. More information on the Cambridge teacher and Cambridge learner attributes can be found at:

[www.cambridgeinternational.org/images/271189-the-cambridge-learner-and-teacher-attributes.pdf](http://www.cambridgeinternational.org/images/271189-the-cambridge-learner-and-teacher-attributes.pdf)

### The Cambridge Teacher Standards

The Award provides a grounding in all aspects of the Cambridge Teacher Standards. These are provided as a resource to support teacher development and to encourage effective practice in teaching. They provide benchmarks of teaching based on international research and good practice. They can be a focus for shared understanding and dialogue within and between schools. Their ultimate aim is to encourage excellence in student outcomes.



More information on the Cambridge Teacher Standards can be found at:

[www.cambridgeinternational.org/teaching-and-learning/school-leader-teacher-standards/](http://www.cambridgeinternational.org/teaching-and-learning/school-leader-teacher-standards/)

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## 3 Syllabus aims and key questions

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### Syllabus aims

The Cambridge International Award in Teaching and Learning provides a rigorous foundation in effective teaching and learning for novice teachers or more experienced teachers who need preparation for teaching in a Cambridge school. It covers the development of knowledge, skills and understanding in the key aspects of teaching and learning. It helps candidates 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.

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

The characteristics of effective teachers include:

- knowing their curriculum area well
- understanding their students and meeting their needs as individuals
- encouraging students to engage actively in their own learning
- ensuring formative assessment is embedded in classroom practice
- making connections, for example, to students' experiences, 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 aims of the syllabus are that you will:

- understand principles of learning and teaching and apply these principles to your own practice
- begin to articulate your 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 your reflective practice skills to help you to evaluate and develop your own practice
- learn collaboratively, supported by your colleagues.

### Key questions

Throughout the programme, candidates explore a number of key questions and engage in a series of activities closely related to their everyday professional work. The **key questions** will support the candidate as they explore the knowledge required to meet the syllabus aims and assessment objectives.

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## 4 The candidate experience

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### Approach to teacher professional development

Research indicates that effective 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 Award is designed to provide for such professional development. The programme involves a spiral of professional learning, each stage being a cycle of experiential learning and reflective practice following on from the previous cycle and leading on to the next.

### The three phases of the Award

There are three phases of the PDQ Award:

**1 Explore:** candidates explore some key teaching ideas through pre-reading and they start thinking about their approach to teaching and learning. With a mentor, they observe and reflect on a lesson taught by a more experienced colleague. They also get to know each other, and their trainers. They begin keeping a reflective journal. Candidates will also start to develop their academic writing skills, and become familiar with the online ePortfolio platform, PDQ Connect.

**2 Engage:** trainers use active learning techniques to help candidates develop their understanding of key theories and aspects of professional practice. There is the chance to practise, discuss and apply learning. Collaborative micro-teaching of a lesson segment is an important learning experience in this stage. Candidates also meet 1-1 with a trainer to help them reflect on their teaching and learning so far. They use their reflective journal to record their learning journey.

**3 Experience:** candidates try out their learning in the classroom. There is a particular focus on planning, teaching, and reflecting on a lesson. Candidates also reflect on their learning over the whole programme and consider their next steps as they work on their Portfolio submission.



The key questions are revisited at more than one phase, reflecting the spiral of learning, as shown in the table below:

Key questions	Explore	Engage	Experience
1 What does it mean to be a professional educator?			
2 What are the characteristics of highly effective teachers?			
3 What is reflective practice and why is it important?			
4 What do we mean by the school community and what is the role of the teacher within it?			
5 How is learning organised?			
6 What does good learning look like?			
7 How do we make learning active?			
8 How do we create an effective learning experience?			
9 What is metacognition and how do we make it happen?			
10 What is assessment and why does it matter?			
11 How can we use feedback effectively to improve learning?			
12 What does a successful lesson look like?			
13 How do we promote behaviour for learning?			
14 What does an inclusive classroom look like?			
15 How do I create a toolkit for inclusion?			
16 How can I plan a highly effective lesson?			
17 How can I plan for progression in learning?			
18 How do I apply my learning from the Award?			

## Teaching and learning in the Award

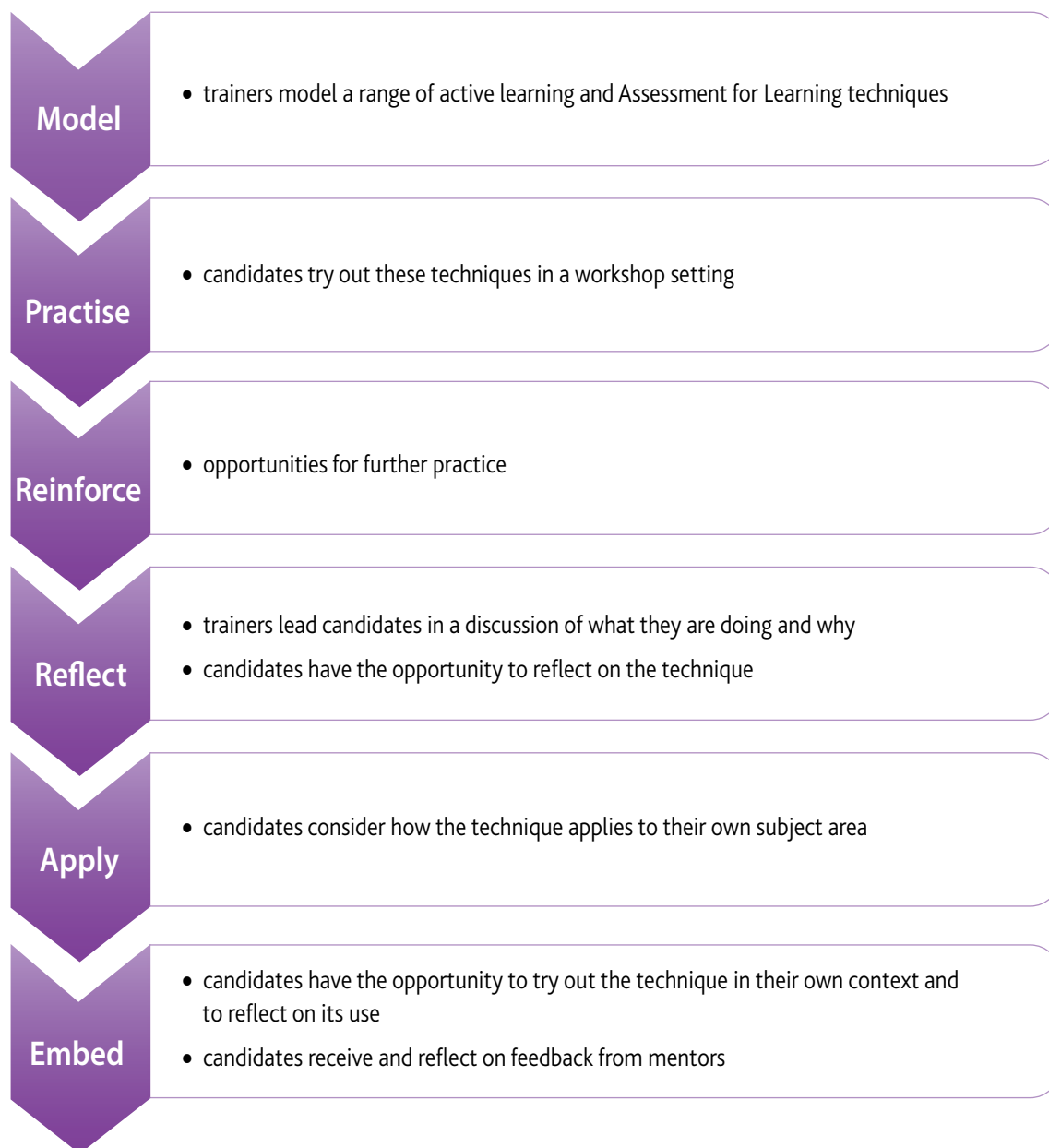
The teaching approach in the Award both explains and models good practice. It also ensures that there is time for application, practice and reflection.

Trainers model active learning and Assessment for Learning (AfL) approaches in their teaching. They present opportunities for applying metacognitive approaches. They deploy a range of activities and thinking strategies at all points, including when teaching theory. Trainers use AfL approaches to assess learning and to decide what needs to be reinforced or explored further. They give candidates the opportunity to try out approaches, and then give them time to consider how these approaches relate to their own subjects.

Candidates have the opportunity to practise. They will try out techniques as part of their sessions with trainers, as part of the micro-teaching activity and in their classroom practice. Candidates reflect on their practice, consider how they might make changes, discuss their ideas with others, and consider the impact on learners. The approach to teaching is summarised in Figure 1.

Teachers from a range of subjects and stages can learn from each other. The candidates benefit from learning from teachers of other subjects and stages. Effective teaching relies on pedagogical content knowledge. For this reason, the programme also ensures that candidates spend time considering how they apply their learning to their own subject and the age group(s) they teach.

**Figure 1: Teaching and learning on the PDQ Award**



## Working with a mentor

Candidates for the PDQ Award need to have access to an experienced teacher who will act as a mentor. Mentors will act as a critical friend in, for instance, the observation of lessons. The mentors are especially active during the **Explore** and **Experience** stages.

In the **Explore** phase, the mentor, with the candidate, will observe a lesson taught by an experienced teacher. The mentor will hold a post-observation discussion with the candidate to support their learning of what makes an effective lesson. This discussion will provide the basis of the candidate's evidence of reflection.

In the **Experience** phase, the candidate plans and teaches a lesson. The mentor will lead a discussion before the taught lesson and then observe the candidate teaching the lesson. During the post-observation discussion, the mentor will give feedback to the candidate on the observed lesson and help the candidate to reflect on how effective the lesson was in supporting the students in meeting the stated outcomes. The mentor will help the candidate identify key strengths and areas for improvement in their teaching practice.

In these ways, candidates receive feedback to inform their continuous reflection on their learning experiences. Observation and reflection are much more effective with the support of a mentor. The mentor also provides helpful advice to their candidate, sharing their own experiences and knowledge. Through discussion and questioning, mentors encourage candidates to reflect on their learning and on what it means for their approaches to teaching. They also help candidates to demonstrate through examples and accounts of practice that they are:

- acquiring new skills
- learning how to use their new skills and knowledge
- linking changes in classroom practice to improvements in student outcomes.

Further information and training for mentors is available online, including **Cambridge Professional Development Qualifications: A guide for mentors**, which can be accessed at: [www.cambridgeinternational.org/cambridge-professional-development/professional-development-qualifications/programme/mentors/](http://www.cambridgeinternational.org/cambridge-professional-development/professional-development-qualifications/programme/mentors/)

## Recommended reading

There are many resources that can support candidates during their studies.

'Getting started with ...' is a series of interactive resources which introduce and develop key areas of teaching and learning practice. They link what the research says with what happens in the classroom and provide new ideas to help teachers. Follow the link to access the full range of resources: [www.cambridgeinternational.org/teaching-and-learning/getting-started-with](http://www.cambridgeinternational.org/teaching-and-learning/getting-started-with)

A list of recommended resources and factsheets will also be available once candidates have enrolled in the Award.

**'Teachers who have completed a Cambridge PDQ have a greater awareness of students being at the centre of learning and thus facilitating their independence.'**

**John Murray-Walker**, Headmaster, Greensteds International School, Kenya

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## 5 Candidate requirements

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Candidates need to:

- be a full time or part time teacher employed in a school or college
- 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, teaching and formatively assessing groups of learners.

**The Cambridge International Award in Teaching and Learning** is for candidates who want to:

- engage with the principles and concepts of teaching and learning to improve their effectiveness as teachers
- gain the knowledge, skills and understanding to support an inclusive approach to teaching and learning
- use opportunities to try something new in their classroom practice
- engage with colleagues to improve professional knowledge and practice
- develop a reflective approach to the development of their professional practice
- progress their teaching career.

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## 6 Language requirements

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To take part in the Award programme candidates are required to have sufficient competence in English. All candidates should have English language competence comparable to **Level B2** in the **Common European Framework of Reference for Languages (CEFR)**. This framework is provided by the Council for Europe.

Further details can be found on the Council's website at [http://coe.int/t/dg4/education/elp-reg/cefr\\_grids\\_EN.asp](http://coe.int/t/dg4/education/elp-reg/cefr_grids_EN.asp)

We recommend a minimum requirement of 5.5 on the International English Language Testing System. See [www.ielts.org/](http://www.ielts.org/) for more details.

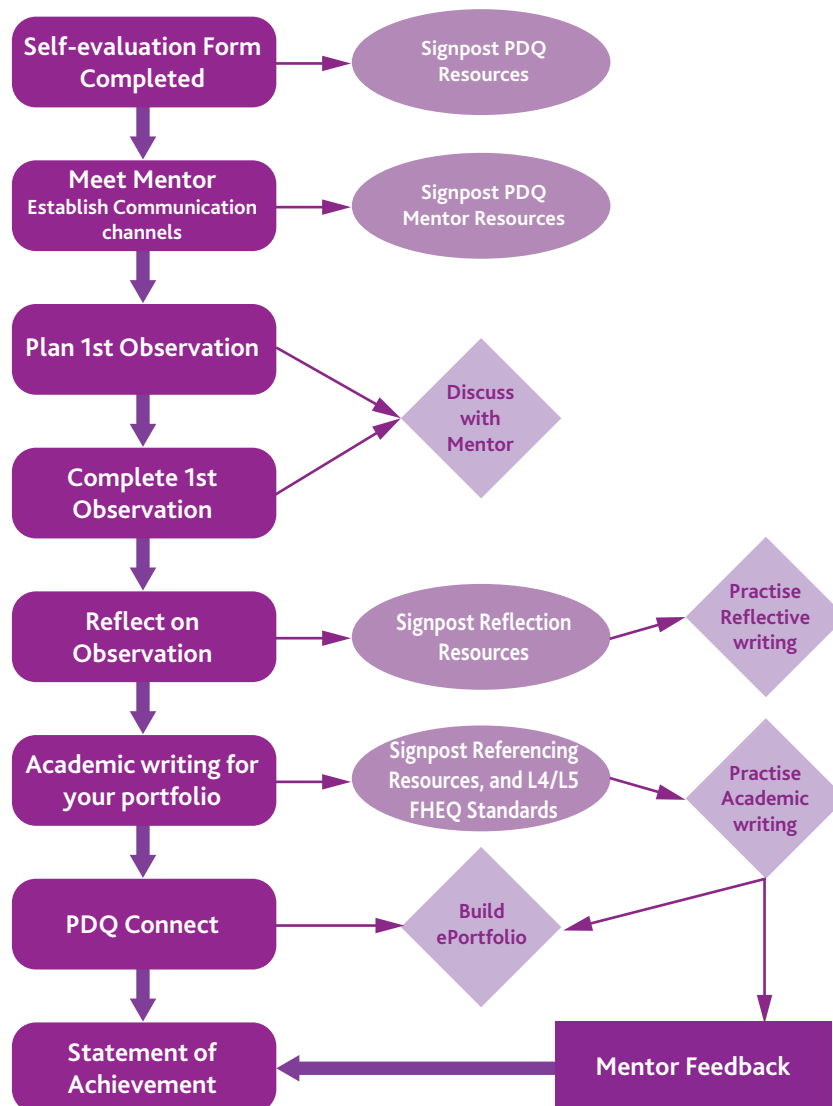
## 7 The explore phase

During the explore phase, candidates will be preparing for their journey through the PDQ Award.

Candidates will be directed to relevant resources for each area of focus, and encouraged to develop their skills and understanding in preparation for the assessment.

It is expected that candidates will work through each area of the explore phase, taking particular care with the specific areas that they feel they need to develop.

Included in this phase is the opportunity to observe and reflect, and get feedback from their mentor, before their academic writing is formally assessed.



## 8 Assessment requirements

Candidates are assessed through a portfolio of evidence, submitted to a team of Cambridge International examiners using PDQ Connect, an online platform. In their portfolio, candidates demonstrate their knowledge, skills and understanding in the context of their own work. Portfolio evidence includes:

- observing a colleague's classroom practice
- planning, teaching, learning and assessment materials that arise naturally out of the teaching process
- feedback from their mentor, colleagues, students and others
- the candidate's own reflections on their learning and practice.

### Assessment objectives

Each assessment objective is a statement that defines the expected goal of a curriculum in terms of demonstrable skills or knowledge that will be acquired by the candidate.

- A:** Explain their understanding of the concept of learning and how people learn.
- B:** Review teaching methods and learning activities they use in their practice that engage and motivate students to learn.
- C:** Explain their understanding of the term 'assessment' and its purposes.
- 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.
- E:** Plan a lesson that has clear learning objectives and a coherent structure.
- F:** Teach a lesson using active learning approaches to engage and motivate students to learn.
- G:** Teach a lesson in which students' learning is regularly checked at suitable stages using appropriate formative assessment methods.
- H:** Evaluate a lesson using feedback from their mentor and their own reflections to inform future practice.

### Evidence requirements

In the portfolio candidates will use the relevant Cambridge International templates to gather, organise and present their evidence to satisfy the assessment criteria. Access to the online platform for PDQ Connect will be provided by your Programme leader.

In the introduction to the portfolio, candidates 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. Although the introduction is not formally assessed or judged, it does help the examiner to understand the teaching context and interpret the subsequent assessment evidence. Please note, however, that a curriculum vitae is not required.

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 and video. Guidance for this is given on PDQ Connect.

Candidates' reflections should provide references for other people's ideas 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.

### Assessment Task 1

This will normally be started in the **Explore** phase.

Candidates will:

- observe with their mentor an experienced teacher giving a lesson to a group of at least six students for a minimum of 40 and a maximum of 120 minutes
- discuss with their mentor, in a post-observation discussion, the key features of an effective lesson.

In their ePortfolio, candidates must submit the following:

**Evidence of practice** – This includes:

- Observation Visit Form
- a copy of the lesson plan for the lesson the candidate observed.

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

- 1 Analyse the key features that you think make an effective lesson by reflecting on the experienced practitioner's lesson and subsequent discussion with your mentor.
- 2 Evaluate the impact the new learning and experiences in the explore tasks and the Engage stage will have on your practice as you prepare to return to school.

### Assessment Task 2

This can be started in the **Engage** phase.

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

- 1 Explain your personal understanding of learning and how people learn.
- 2 Identify the teaching methods and learning activities you think engage and motivate learners to learn, and explain why you think this.

### Assessment Task 3

This can be started in the **Engage** phase.

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

- 1 Explain the differences between formative and summative assessment and their main purposes.



## Assessment Task 4

In the **Experience** phase, candidates will:

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

In the portfolio, candidates must submit the following:

**Evidence of practice** – This includes:

- Lesson Plan
- Observer Feedback Form

## Assessment Task 5

In the **Experience** phase, candidates will apply their learning to the lesson taught.

**Evidence of learning (600 words)**

- 1 Explain how you structured the lesson so it was coherent.
- 2 Explain how the teaching methods, learning activities and resources that you used helped to develop the learners' learning.
- 3 Describe how you assessed the learners' learning.

## Assessment Task 6

In the **Experience** phase, candidates will reflect on the lesson taught.

**Evidence of reflection (600 words)**

- 1 Analyse the effectiveness of the lesson; highlight the aspects that went well and explain why you think they went well. What have your learners learnt? How do you know this? How do you know your practice impacted on this?
- 2 Evaluate what aspects of the PDQ Award had as a particular impact on the lesson. Give an example.
- 3 Evaluate your existing teaching practice: identify which aspects need further development and explain how you intend to change and develop these in your future practice.

## Assessment criteria

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 in order to demonstrate that they have achieved an assessment objective.

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

- 1 Understanding teaching and learning.
- 2 Developing thinking and practice.
- 3 Analysis and discussion.
- 4 Communication and presentation.

### DISTINCTION

Understanding teaching and learning	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	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.

<b>PASS</b>	
Understanding teaching and learning	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	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.
<b>FAIL</b>	
Understanding teaching and learning	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	Little or poor evidence of linking effective practice with theories and principles. Limited or inaccurate understanding of relevant theories and principles. 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.

## Reflective journal

Candidates will maintain a reflective journal throughout their programme of learning. By keeping a journal, candidates will more effectively evaluate their practice and develop reflective skills which will underpin their professional development.

For further support on reflective practice see:

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

## Guidance on the Cambridge ePortfolio platform, PDQ Connect

### What is an ePortfolio?

An ePortfolio is a purposeful collection of information and digital artefacts that demonstrates development or evidences assessment objectives, skills or competencies. It is a way that Cambridge International can support candidates in collating and submitting their evidence of learning, practice and reflection.

### Why use the PDQ Connect?

The scope of what can be submitted as part of an ePortfolio for assessment is wide ranging. Candidates can submit a variety of artefacts, for example, graphics, pictures, stories, journals or projects. PDQ Connect provides candidates with lots of ways to use feedback from assessment to support their learning and reflection. The ability to collect, reflect and connect aligns with assessment-as-learning principles. These cognitive skills are highly valued and promote lifelong learning and the development of reflective practitioners.

### What learning methods can be included in an ePortfolio?

PDQ Connect can be used in the following ways.

- **Collect:** Organise digital information and the format it will be shown in.
- **Select:** Select artefacts which add value to the portfolio and meet the qualification requirements.
- **Curate:** Select and manage data and research available on the internet.
- **Collaborate:** Work with other candidates and peers to deepen the learning experience.
- **Reflect:** A reflective journal tool is used to capture reflections on practice and learning.
- **Feedback:** Invite peers, mentors and trainers to access the portfolio to comment and give feedback.
- **Assess:** Self-assess and peer assess against the learning objectives and assessment criteria.

## What are the benefits of using PDQ Connect?

Candidates have an enhanced way of presenting and organising their work and can make use of digital resources in a dynamic way.

Cambridge International is committed to ensuring that all assessments are 'fair, have sound ethical underpinning, and operate according to the highest technical standards' (The Cambridge Approach 2009). Cambridge International expects technology to be used to enhance the assessment process in terms of reliability, validity, accessibility as well as efficiency, and not to dilute its quality (Craven 2009).

- **Validity:** Assessment should measure what it claims to measure and what it is important to measure; there must be a close fit between the assessment methods and the assessment objectives.
- **Authenticity:** All assessment practices must have processes in place to ensure that the evidence for assessment is the learner's work.
- **Reliability and consistency:** Assessment should be capable of generating sufficient evidence for the target level.

## 9 Glossary

The following definitions apply throughout this syllabus.

Word or phrase	What it means
<b>Active learning</b>	based on the theory of constructivism, 'active learning' describes a classroom approach which acknowledges that learners are active in the learning process by building knowledge and understanding in response to learning opportunities provided by their teacher; learners are engaged in a variety of learning activities that challenge their thinking
<b>Aim</b>	a broad statement of intent indicating what the teacher must teach and the learners must learn during a process of learning
<b>Assessment</b>	a process through which evidence, produced by a learner, is collected in a planned and systematic way and used to make a judgment about that learner's learning
<b>Assessment criteria</b>	criteria that specify the standard required to achieve a learning outcome
<b>Assessment for learning (Afl)</b>	essential teaching strategies during learning to help teachers and students evaluate progress in terms of understanding and skill acquisition, providing guidance and feedback for subsequent teaching and learning
<b>Assessment objective</b>	statement that defines the expected goal of a curriculum in terms of demonstrable skills or knowledge that will be acquired by the candidate then assessed
<b>Assessment of learning</b>	an alternative term for summative assessment
<b>Candidate</b>	the person following a Cambridge Professional Development syllabus
<b>Collaboration</b>	working with one or more colleagues for a particular purpose or to achieve a common goal
<b>Constructivism</b>	a philosophy of learning based on the concept that people construct their own understanding by reflecting on their personal experiences, and by relating the new knowledge with what they already know
<b>Critical evaluation</b>	consideration of the effectiveness, value and validity of an action, process or product; being able to say why something was or was not effective, worthwhile or valid
<b>Curriculum</b>	the curriculum describes what is to be learned and taught; it is usually presented as syllabi for sequential stages of student learning
<b>Evaluate</b>	to judge or determine the quality, importance or value of something
<b>Formative assessment</b>	activity that takes place continuously during a learning programme to support students' learning, monitors their learning progress and helps to inform their future learning and the teacher's teaching practice
<b>Inclusive learning</b>	education which is available for everyone; trying to meet the needs of all learners and providing access to education to learners with special needs

Word or phrase	What it means
<b>Key questions</b>	these show professional learning related to each learning outcome. These questions will support the candidate as they explore the knowledge required to meet the learning outcome
<b>Learner</b>	we use 'learner' in a general, aspirational sense
<b>Learning objectives</b>	statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction
<b>Mentor</b>	an experienced person who supports and assists another person in learning and developing their professional practice
<b>Metacognition</b>	this term is used to describe 'thinking about thinking'; it describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours
<b>Motivation</b>	a person's desire or willingness to participate in the learning process
<b>PDQ Connect</b>	an online platform where candidates collate and submit their ePortfolio of evidence
<b>Reflection</b>	thinking carefully about an experience and any changes to future practice that seem necessary
<b>Reflective account</b>	an account of an event or a process that is not simply descriptive; it addresses evaluative questions as well as how and why questions
<b>Reflective journal</b>	a document in digital or traditional book format can be used to record experiences; it is subsequently used to critically reflect on learning or practice in order to improve future learning or teaching practice
<b>Reflective practice</b>	a process through which one continuously learns from the experience of planning, practice, assessment and evaluation to help improve the quality of teaching and learning over time
<b>Reliability</b>	how well a test consistently measures what it is supposed to measure; reliability exists if repeat marking of a single assessment by a second or third examiner produces the same outcome, or if the learner achieves the same outcome when taking a second version of the same test.
<b>Scaffolding learning</b>	appropriate guidance and support is provided by a teacher or peers to enable a learner to build on their current level of understanding and progressively acquire confidence and independence in using new knowledge or skills
<b>Scheme of learning</b>	also known as a programme plan or scheme of work; an interpretation of a syllabus into a sequence of lessons
<b>Social constructivism</b>	based on the concept that learning happens primarily through social interaction with others such as a teacher and peers
<b>Special education needs</b>	refers to learners who experience learning difficulties that make it harder for them to learn than most children and young people of the same age
<b>Spiral of learning</b>	learners revisit the same subject matter at periodic points in time and in each cycle of learning the knowledge, skills and understanding associated with the subject matter is broadened and deepened
<b>Student</b>	we use this term to refer to the person in the classroom learning from a teacher

Word or phrase	What it means
<b>Success criteria</b>	the key steps or elements a learner needs to evidence in order to meet a learning intention
<b>Summative assessment</b>	typically end-of-learning assessment tasks, such as examinations and tests, to measure and record the level of learning achieved, for progression to the next level or for certification.
<b>Teacher</b>	this is used to refer to anyone holding the position of teacher; it could be the candidate's colleagues or used in a general sense
<b>Tutorial</b>	a short class conducted by a teacher for one learner or a small number of learners, usually focused on personal target-setting and reflection on the learners' own learning



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