

Exploring the Cambridge Teacher Standards

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Overview

- ▶ Introducing the Standards
- ▶ Taking a closer look
- ▶ Considering the next step



Let's look at the ...

Cambridge Teacher Standards



<https://www.cambridgeinternational.org/Images/466465-cambridge-teacher-standards.pdf>

Cambridge Teachers

- **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

Quality in practice ...



But what does
good look like?

And how can we
become better?

Standards about what?

The Cambridge Teacher and School Leader Standards define the key professional characteristics and practices that teachers and leaders should develop to enable effective student learning in Cambridge schools.

Why?

To:

- ▶ **provide benchmarks** against which teachers, leaders and their schools can **evaluate their current practice and plan future development**
- ▶ show how the Cambridge Leader and Cambridge Teacher attributes are **demonstrated in practice**
- ▶ contribute to the development of a **shared frame of reference** within which we can work to improve the quality of teaching and leadership.

i.e. ...

► improvement and collaboration



How developed?

- ▶ design team
- ▶ desk research
- ▶ consultation
- ▶ hard thinking
- ▶ smart working
- ▶ authorisation



How are the Standards designed?



<http://www.cambridgeinternational.org/support-and-training-for-schools/professional-development-qualifications/school-leader-teacher-standards/>

Purposes

- ▶ To define the range of teacher characteristics and practices needed to provide Cambridge programmes effectively
- ▶ For teachers to be able to evaluate their own practice and guide their continuing professional development
- ▶ For teachers to confirm successful teaching practice and help determine areas and priorities for their own professional development
- ▶ For teachers aspiring to develop their career prospects the Standards can be a helpful guide to the scope of the teaching role and aspects they want to develop.

Activity 1

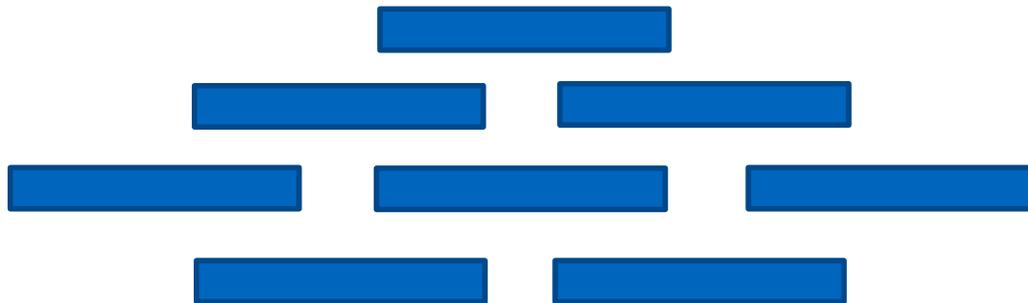
Reading time

- ▶ Look briefly at *How and Why the Standards were developed*
- ▶ Read the *Standards* to get a general idea of their scope and content
- ▶ Pause for reflection before we start Activity 2. 😊

Activity 2

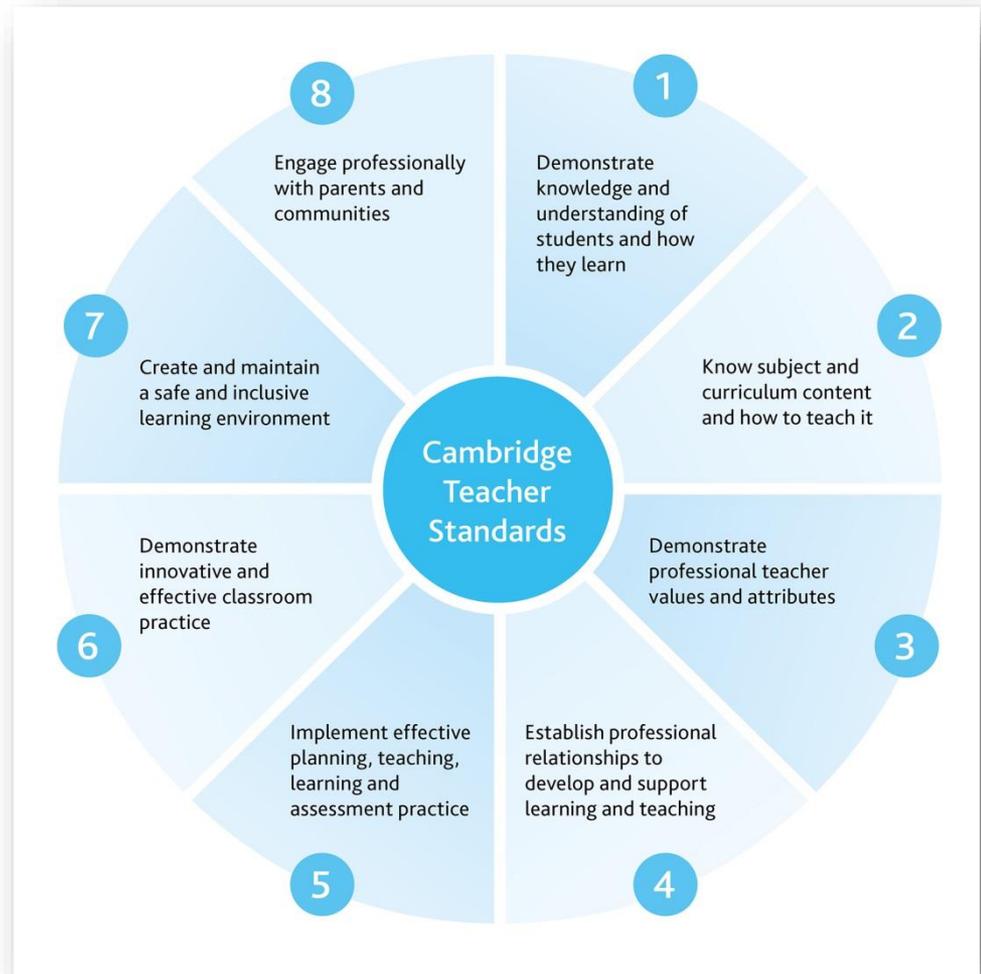
Engaging with the Standards

1. Look at the headline Teacher Standards.
2. In your groups, arrange the Standards into a 'Rough Diamond 8' formation, with the most important at the top, then the two next most important, etc. Like this:



3. Be prepared to justify your choices.

The Cambridge Teacher Standards



Standard 5 - Implement effective planning, teaching, learning and assessment practice

- 5.1 plan for progression in learning by designing effective learning sequences within lessons and across series of lessons
- 5.2 set explicit, challenging and achievable learning goals for all students
- 5.3 use an appropriate range of teaching strategies, learning activities and resources which develop the students' required knowledge, skills and understanding, and which promote equality and inclusion
- 5.4 develop new learning by building on students' previous knowledge, and provide opportunities for the new learning to be applied so the required learning outcomes are met and progress in learning is sustained
- 5.5 use effective communication skills and adapt their language to suit the students they teach, introducing new ideas and concepts clearly using explanations, questions and discussions effectively

Standard 5 - Implement effective planning, teaching, learning and assessment practice

- 5.6 use a mixture of individual, pair and group work activities to meet the needs of all students
- 5.7 make effective use of formative and summative assessment to support student learning and monitor levels of achievement and attainment
- 5.8 use the outcomes of assessment to identify students' learning needs, set targets for improvement, and plan for future teaching and learning interventions
- 5.9 provide students, colleagues and parents with timely, accurate and constructive feedback on students' progress in learning, attainment and areas for development.

Activity 3

Using the Standards

Focus on one of the 9 RAG Grids for Standard 5

In the role of teacher:

- ▶ Complete the grid
- ▶ Consider how useful this tool is to help teachers reflect on their practice

In the role of leader, on your table, discuss:

- ▶ Can you see a use for this tool in your school?
- ▶ Who would it be useful for?
- ▶ How could you implement its use?
- ▶ How would it contribute to ongoing professional development?

Activity 4: Reflections and feedback

Connect

- ▶ how did this help you to connect to existing practices in your school?

Extend

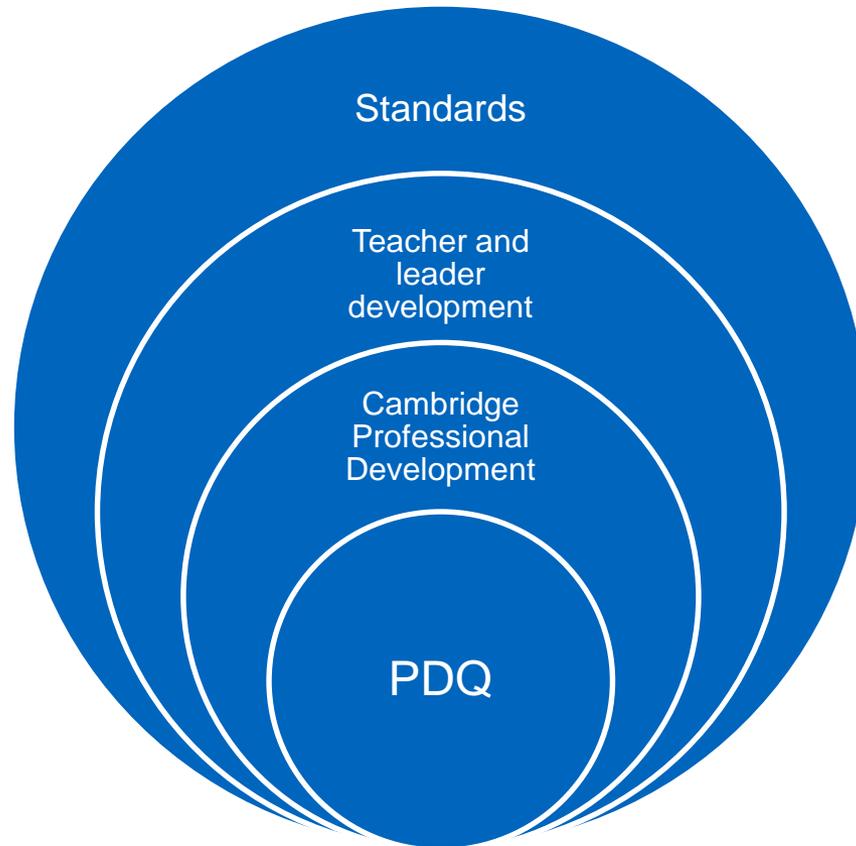
- ▶ how did it help you to understand how to extend existing practices in your school?

Challenge

- ▶ how did it challenge you to think about what you currently do in your school?

What will your next steps be?

and Cambridge?



e.g.

Syllabus

Cambridge International Certificate
in Teaching and Learning 6208

Cambridge International Diploma
in Teaching and Learning 6209

This syllabus is for centres using the PD Portfolio for collation of evidence and submission of portfolios.



This programme enables teachers to:

- focus on the development of knowledge, skills and understanding in the key aspects of teaching and learning.
- explore and apply new ideas in their own context, integrate new approaches in their own practice, and demonstrate their professional development as reflective practitioners.

Recap

With the Standards, in your school you can:

- ▶ evaluate against Cambridge benchmarks
- ▶ use evaluation tools that are best for you and your school – and Cambridge can provide guidance
- ▶ design and carry out interventions based on the outcomes of these evaluations
- ▶ measure the impact of these interventions.

Now what?

Please stay in touch. We would love to hear about how you go on to use the Standards in your school and we always encourage the sharing of resources and best practice!



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