Developments in Cambridge’s support for helping teachers and schools improve

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Overview

- Teacher and School Leader evaluation
- Programme evaluation toolkit
- School Self-Evaluation
- Professional Development
- Resources for schools
How do you currently go about the process of ‘getting better’?

(Share with the person sitting next to you)
Multi-Level Factors

- System-level factors
- School-level factors
- Classroom-level factors
- Student-level factors

Student outcomes
Multi-Level Factors

- System-level factors
- School-level factors
- Classroom-level factors
- Student-level factors

Student outcomes
School Leader and Teacher Standards
Cambridge School Leader Standards

1. Leadership knowledge and understanding
2. Skills and practices of leadership
3. Leadership values and attributes
4. Professional relationships in leadership
5. Leading teaching and learning
6. Establishing management systems
7. Leading innovation and improvement
8. Community engagement
S5 Leading teaching and learning

5.1 …

5.2 lead, motivate and hold teachers accountable for developing effective teaching plans and activity programmes that take account of the developmental and learning needs of all their students, as well as developments in their subject and subject teaching.

5.3 promote and model collaboration between individual teachers and teams, to evaluate and share effective practice and to develop curriculum knowledge and teaching skills.
Cambridge Teacher Standards

1. Demonstrate knowledge and understanding of students and how they learn
2. Know subject and curriculum content and how to teach it
3. Demonstrate professional teacher values and attributes
4. Establish professional relationships to develop and support learning and teaching
5. Implement effective planning, teaching, learning and assessment practice
6. Demonstrate innovative and effective classroom practice
7. Create and maintain a safe and inclusive learning environment
8. Engage professionally with parents and communities

Implement effective planning, teaching, learning and assessment practice
S5 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 …
Resources to support the Standards

https://www.cambridgeinternational.org/support-and-training-for-schools/professional-development-qualifications/school-leader-teacher-standards/
Resources to support the Standards

Teacher and School Leader Standards

Using the Standards to reflect on your teaching and leadership

Background

You can use our Teacher and School Leader Standards to manage your development by reflecting on your strengths and needs and identifying your priorities for improvement in teaching, learning, and leadership. You can do this using our RAG tool.

How will this help me?

RAG stands for Red, Amber, and Green - as in traffic lights. The traffic light rating system is a well-established and effective approach. It allows you to judge reasonably quickly how you think you are doing and to indicate this by selecting:

- **Red**: needs attention
- **Amber**: can be improved
- **Green**: going well

This RAG tool will help you to evaluate how you are doing by giving you relevant questions to focus your thinking about a particular standard. It also gives you some real examples to help you visualise what the standard looks like in practice.

How does it work?

The RAG grids are in Word for ease of use and the zip files contain all the grids for Cambridge Teacher or Cambridge School Leader organised into folders by Standard.

In the grid for each standard statement, you will find the following sections:

- The statement as specified in the Cambridge Standards
- Ask yourself the key questions for you to consider
- How do you know? examples of what you can look for

RAG rating allows you not only to pinpoint but also to see how you are doing overall. So on the grid for each question and/or overall you can RAG rate, and you can compare your RAG rating for one statement with another. Do this in the box provided on the grid with colour, tick, symbol, or whatever works for you.

You can use the RAG tool for a particular standard statement, standard, or a number of standards. It is up to you given your needs and your context. You do not need to consider all of the standards, and certainly not all 'in one go'.
STANDARD 5  Leading teaching and learning

5.2 lead, motivate and hold teachers accountable for the development of effective teaching plans and activity programmes that take account of the developmental and learning needs of all their students as well as developments in their subject and subject teaching

<table>
<thead>
<tr>
<th>Ask yourself and your team:</th>
<th>R</th>
<th>A</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you engage teachers in professional dialogue, drawing on external ideas and research to inform their thinking and actions?</td>
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<tr>
<td>Do you celebrate quality and challenge low expectations/low performance?</td>
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<tr>
<td>Do you engage in systematic, on-going monitoring of teaching, including classroom observations, learning walks, book scrutiny, scrutiny of lesson plans and scheme of work, as well as a review of student outcomes/student progress?</td>
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<tr>
<td>Do you build a culture of evaluation where improvement of learning and teaching is central?</td>
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</table>

How do you feel you are doing overall?

How do you know?

e.g.

- you are engaged in Cambridge Professional Development Qualifications or other similar programmes
- you encourage and expect all teachers to engage in professional learning programmes such as Cambridge PDQs
- you encourage teachers to engage with subject examination boards
- your 'lead teachers' are examiners for external examinations
- you have robust quality assurance systems for teaching and learning.
Programme Evaluation Toolkit

Research Toolkit

Investigating the impact of your PDQ programme

Background

This basic kit of research tools will help you to investigate, understand and measure the impacts of your Cambridge PDQ programme and to evaluate its effectiveness as a vehicle for sustained school-based professional learning.

The broad question is "what is the impact of introducing and running a PDQ programme on learning, teaching and leadership?" Simply put: what effects do in quality as a result of the PDQ experience can we find, how much of an effect can we measure and what conditions do we need to take into account? This is not to presume that there will always be a visible or measurable effect or that all such effects are inevitably positive. We also need to be confident enough that an effect can be attributed at least partly to the PDQ.

Further reading

Planning your inquiry

Knowledge and confidence

How will the toolkit help?

Cambridge Assessment International Education
Programme Evaluation Toolkit

- Teacher self-efficacy and knowledge
  - Confidence
  - Knowledge – before and after
- Classroom practice
  - Observation protocol
  - Critical incident reflection
- Student voice
  - Assessment protocol
  - Student feedback
Teacher self-efficacy and knowledge
- Confidence
- Knowledge – before and after

Classroom practice
- Observation protocol
- Critical incident reflection

Student voice
- Assessment protocol
- Student feedback
School Self-Evaluation
Whose perspective?
Whose perspective?
Whose perspective?
Whose perspective?
Whose perspective?
Whose perspective?
Three dimensions of school evaluation

External ↔ Internal
Pressure ↔ Support
Top-down ↔ Bottom-up

Optimum blend of all three – determines whether schools will grow and flourish or stagnate and decline.

Schratz and Steiner-Löffler, 1998
What is an effective school?

Effective schools: ....are those that successfully progress the learning and development of all of their students, regardless of intake characteristics, beyond the normal development curve.
Cambridge Model - Domains

1. School mission and values
2. School management and leadership
3. Quality of teaching and learning
4. Resources for learning
5. School community engagement
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Domain 3 – Quality of Teaching and Learning

1. The school’s written curriculum is fully articulated and made available to the school community.

2. The school is committed to an ongoing and rigorous review of its academic programme to ensure quality outcomes for all.

3. Teachers and teaching are of an excellent quality and are enhanced by systematic, high quality professional development opportunities.

4. The teaching and learning programme caters effectively for individual student needs.

5. Formative assessment (assessment for learning) is embedded into classroom practice throughout the school.

6. Students at the school are actively engaged in their studies, think reflectively, and exhibit a love of learning.

7. Students demonstrate behaviours and attitudes that are consistent with the school’s mission and values.

8. Student transitions from year to year are managed effectively and seamlessly.
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Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]

Data from Students:

- My teachers provide me with feedback about my learning on a regular basis.
- My teachers help me to understand the mistakes I have made.
- My teachers regularly mark my work and return it to me promptly.
- My teachers provide support when I am having difficulties.
- I am encouraged to give feedback to teachers on my learning.
- In my assignments, I know what I have to do to be successful.
Gathering data from Teachers

Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]

Data from **Teachers:**

- In my classes, I use a broad range of assessment tasks.
- Students have opportunities to provide written feedback about their learning.
- Students have opportunities to improve their work after they receive feedback.
- It is important to show students what success looks like in their learning.
- I always give students written feedback about their work.
- I use a range of formative assessment strategies to plan the next steps in my students' learning.
- I know what the key concepts are for my curriculum area and pay particular attention to them in my classroom practice.
Gathering data from Parents/Carers

Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]

Data from Parents and Carers:

- Teachers provide feedback through written comments on assignments.
- Our children receive individual attention with any difficulties they may encounter.
- Our children know where they are in their learning and what they have to do next to improve.
School Self-Evaluation

Examples of charts included in the Self-Evaluation report, showing school performance based on feedback.
Cambridge Consultancy Services

- Whole-school improvement strategies
- Improving classroom practice
- Developing effective leadership and management
- Inclusive education
- Teacher recruitment and retention, etc
- Assessment for learning

- Teacher evaluation and growth
- Supporting the whole-child’s development
- The school community – engagement and communication
- Good governance
- Programme evaluation
- Etc…
Professional Development
Professional Development - *Enrichment*

Our Enrichment Professional Development is perfect for teachers and school leaders who want to transform their approach to teaching.

We design our Enrichment workshops to be dynamic and engaging. Our experienced trainers encourage teachers and leaders to reflect on their professional practice and help them to develop practical strategies they can use in their schools. Participants are also encouraged to share ideas and learn from other members of the Cambridge community.
Professional Development

Teachers – *Enrichment*:

- Active Learning and Assessment for Learning
- Metacognition and Effective Classroom Talk: enhancing student learning
- Language Awareness
- The Inclusive Classroom: differentiated learning
- Understanding Impact for Teachers and Middle Leaders: how do I know if I’m making a difference to my learners?
Professional Development

School Leaders – *Enrichment*:

- Primary Curriculum Coordinators
- Understanding Impact for Senior Leaders: how do I know if I’m making a difference to my learners?
- Developing your Leadership with Cambridge
Professional Development Qualifications

1. Teaching and Learning
2. Teaching Bilingual Learners
3. Teaching with Digital Technologies
4. Educational Leadership

- School-based
- Continuous
- Portfolio-assessed
- Certificate and Diploma
Resources
We are committed to providing a high level of support for school leaders and teachers delivering Cambridge programmes.

We’ve produced a series of resources to support the teaching and learning in your school. They explore different aspects of educational practice, from designing a curriculum to improving the quality of classroom activity.

These pages bring together a collection of these resources. They examine important educational themes and show how they are relevant to Cambridge schools.

Here you will find:

- **Implementing the curriculum with Cambridge** – practical advice on designing, developing, implementing and evaluating your curriculum.

- **Developing your school with Cambridge** – focusing on classroom-level activity, guidance on improving the quality of teaching and learning in your school.

- **Developing the Cambridge learner attributes** – practical guidance on how schools might use the Cambridge learner attributes to develop teaching practice and share their curriculum.

- **Education briefs** – a close look at important themes in education, including active learning.
Getting started with...

These interactive resources 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 you get started.

In each resource, we explore the theory, discuss the benefits and consider some practical examples. Teachers and researchers share their experiences, and reflective questions will help you to think about how you can apply what is being discussed in your lessons.

Getting started with Key Concepts
Getting started with Active Learning
Getting started with Assessment for Learning
Getting started with Language Awareness
Getting started with Mentoring
Getting started with Metacognition
Getting started with Reflective Practice
Getting started with Peer Observation
Getting started with Evaluating Impact
Thank you
Any questions?