



Rosewood School, Trinidad and Tobago

Using the Cambridge Teacher Standards during the pandemic



Roxanne Birmingham and Dale Stephens from Rosewood School have recently used the Cambridge Teacher Standards with their colleagues as a tool to help them reflect on their confidence, knowledge and skills. They discuss the benefits with us here.

About the school

Rosewood is an all-girls school run by the EDFAM Board of Directors. It was established in September 2010 by a group of parents and educators who came together because they saw a need for an integrated approach to the development of their children. It is a non-profit corporate, whose focus is to offer families in the national community an alternative in education.

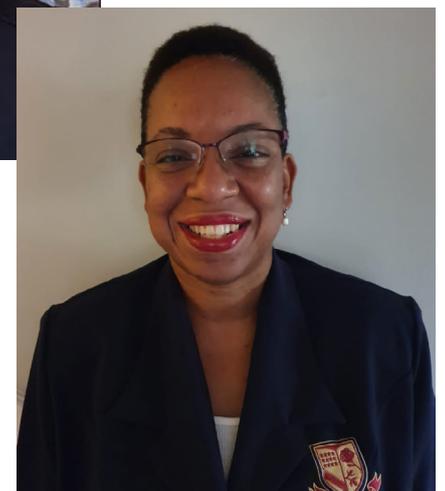
Rosewood is not simply a place of learning, but beyond that, it is a family school ensuring the comprehensive education of the girls. As a Catholic based school, it builds on the values of family, home and the Church.



*Roxanne
Birmingham*



www.rosewood.edu.tt



*Dale
Stephens*

Key **C** Cambridge International

RB Roxanne Birmingham

DS Dale Stephens

C What value have you found in the Cambridge Teacher Standards?

RB As co-ordinator of the High School, I have found the Standards useful in encouraging teachers to be more reflective and getting them to model this for their students. The RAG grids, linked to the Standards, helped narrow in on some aspects of teaching and teachers found the reflection exercise helpful, adding much needed direction to the teachers' usual reflections.

DS Using the Standards and the RAG grids as a shared language helped our colleagues to be honest about their capabilities and helped them to identify areas where they might need more support. Working with the Standards also helped us all to understand Cambridge better and understand why some of the strategies Cambridge suggest might be needed.

C Did you have to do any initial work in order to create a 'safe space' in which your teachers felt comfortable to share?

RB It is very much in the Trinidadian culture to share, but this is a small school. The core staff is only around 10 in the high school and there is already a collaborative, sharing culture. Teachers feel happy to speak about their issues and are comfortable having dialogues about teaching and learning. Rosewood is a fairly new Cambridge school, but we have found that the culture promoted by Cambridge is familiar and our teachers are hungry to learn more!



C Did you have any difficulties using the Standards or the RAG grids?

DS The sheer volume of RAG grids was a little intimidating and we took the opportunity to complete them all. Whilst this was a really useful learning process for everyone involved, we will definitely look to identify the Standards with the most value linked to our improvement goals next time we work through the process.

C What responses have you had from your teachers since they engaged with the Standards and the RAG grids?

RB The Standards have been powerful in helping teachers to realise that they are learners too.

DS One teacher responded to the RAG grids from the perspective of online teaching rather than from the classroom. She felt that the process helped to corroborate her professional growth and provided a plan for the future.

C What are your next steps using the data you gathered from the RAG grids?

RB We will be gathering everyone together to talk about the responses and find common strengths and issues. This information and these conversations will help us to look at planning our upcoming training and professional development, the Standards have effectively provided us with a road map. The data from the RAG grids will help us to pinpoint the areas in which we are strong and the areas that presented challenges.