CAMBRIDGE
International Education

Syllabus

Cambridge International Certificate
in Classroom Practice 5880

For examination in 2025 to 2030

Cambridge
Pathway

Why choose Cambridge?

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 learners.

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 learners. They demonstrate to parents, the school community and stakeholders that the school values and nurtures staff development.

School feedback: 'Over the three years we have run the PDQ, we have seen how the programme has been a catalyst for exciting conversations about Teaching and Learning across the school. The PDQ candidates are envoys in their departments for the reflective and rigorous approach that we want to see in all staff, and that collaboration at department level has allowed the benefits of the PDQ to blossom beyond those who have participated in the course. By engaging with educational research and theories, and embedding these in their practice, the PDQ candidates have been role models to their departmental colleagues. In particular, the high-quality evidence-based research in the diploma programme has challenged teachers across the school to be bold and ambitious as they reflect on their own practice, striving for excellence.'

Feedback from: Bianca Wright, PDQ Programme Leader, Head of Teaching and Learning, Hebron School, Tamil Nadu, South India

Contents

1 Introduction

Purpose of this document

This syllabus sets out the details of the Certificate in Classroom Practice. This is a Cambridge Professional Development Qualification (PDQ) offered by Cambridge International Education.

The syllabus will help Programme Leaders in Cambridge Professional Development Centres understand the design, structure and requirements of this qualification. It will also help them to guide their candidates accordingly.

The syllabus focuses on the learning outcomes and related scheme of assessment. For further guidance on the design principles and features of programmes leading to these qualifications please see the resources for Cambridge Professional Development Centres.

These are available at **www.cambridgeinternational.org/pdq**

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Quality

Cambridge PDQs are benchmarked to the Framework for Higher Educational Qualifications (FHEQ) for England, Wales and Northern Ireland. Cambridge PDQ Certificates are benchmarked to FHEQ Level 4 and Diplomas 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.

School feedback: 'The PDQ is an excellent way to encourage collaboration among teachers. From the sharing of experiences in the weekly sessions, to peer observations with colleagues and mentors, teachers talk to and support each other much more often. The natural outcome of this is a significant increase in personal reflection of day-to-day teaching practice.'

Feedback from: Erica Davis, Deputy Principal & Programme Leader for the Certificate in Teaching and Learning Wuhan ULink College of China Optics Valley

2 The Cambridge teacher

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 learner 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.

More information about teaching Cambridge at your school can be found at:
www.cambridgeinternational.org/support-and-training-for-schools/leading-learning-and-teaching-with-cambridge

Cambridge School Leader and Teacher Standards

Our Cambridge Teacher and School Leader Standards define what we believe to be key characteristics of effective teaching and leadership. They focus on supporting teachers and leaders, and they offer an opportunity for self evaluation which helps them to understand their professional learning and development needs.

The Standards are based on the latest international research into effective teaching and school leadership, taking into account a wide range of international practices and advice from education experts around the world.

Cambridge Teacher Standards

The Cambridge Teacher Standards can be used to:

- evaluate current teaching practice
- help identify, prioritise and plan areas for professional development
- understand the teaching requirements for Cambridge programmes in order to achieve the desired learner outcomes.

How to use the Standards

The Standards can be used to evaluate teaching or school leadership by asking key questions and looking for examples from practice. By using our self-reflection surveys teachers can identify where they are now and which areas they need to improve. This would be a really useful exercise to undertake while planning a PDQ programme. It could also be used again to evaluate the programme's impact.
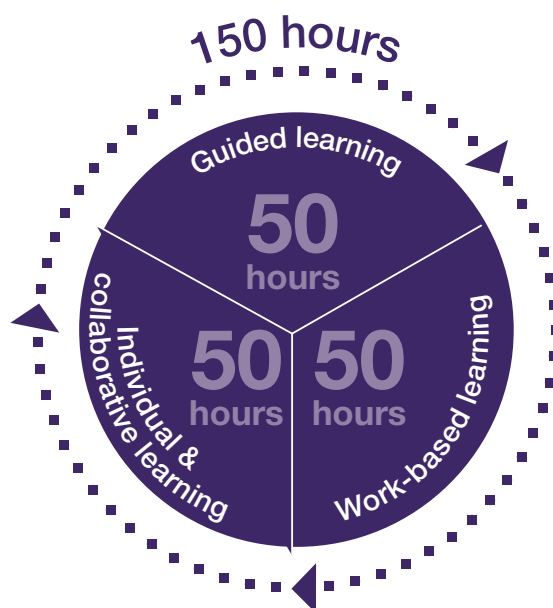
You can download the Standards, self-reflection surveys and online guide from:

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

3 Syllabus overview

What does the Certificate involve?

A typical Certificate programme run by a Cambridge Professional Development Centre consists of a broad balance of activities, appropriate to the needs and circumstances of teachers and their schools. 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.

150 hours

Guided learning
50 hours

Individual & collaborative learning
50 hours

Work-based learning
50 hours

Centres must provide at least 50 hours of guided learning for each module. Candidates 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.

In each unit, candidates engage with the required learning outcomes through a series of activities closely related to their everyday professional work. The activities and related reflections produce evidence for assessment.

The mentor plays a vital role in supporting a candidate. 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 learner outcomes.

Aims

In the Certificate, candidates will have the opportunity to:

- explore their understanding of what it means to be a teaching professional
- understand principles of learning and teaching and apply these principles to their own practice
- begin to articulate their own personal theory of learning
- design coherent learning activities that focus on planning for active learning and teaching
- understand their local school context and the role of the wider school community in facilitating their practice
- develop their reflective practice skills to help them to evaluate and develop their own practice
- learn collaboratively, supported by their colleagues.

Developing a pathway of professional development

Centres may wish to provide a pathway to other PDQs in the suite and, if this is the case, they need to ensure that they have appropriately accredited Programme Leaders to deliver these syllabuses. Another option is to direct candidates to other centres delivering these qualifications.

Please be aware that candidates can progress onto other PDQs as follows:

Certificate – immediately. It can be beneficial for new teachers to consolidate their knowledge and experience by extending it into the Certificate in Teaching and Learning, Teaching with Digital Technologies, Teaching Bilingual Learners, or Early Years Good Practice.

Diploma – candidates should spend an additional year consolidating their knowledge from the Certificate in Classroom Practice and gaining classroom experience before they present themselves for the Diploma. As the Diploma is a Level 5 qualification, centres may wish to ask candidates to complete an additional task to ascertain their confidence with academic writing and critical evaluation.

Preparing to deliver the PDQs:

Centres need to:

- Select a Programme Leader who is appropriately experienced as a teacher, and also with delivering professional development, to lead the programme
- Ensure that they have established opportunities for candidates to observe experienced practitioners, either in their own or in partner schools
- Ensure that they have established opportunities for candidates to have access to classrooms in which they can observe or teach lessons as per the syllabus criteria
- Ensure that candidates have the regular support of a mentor who understands the essential principles that underpin this qualification, and can provide helpful advice and observations
- Ensure that candidates are supported with their academic writing, to enable them to meet the assessment criteria.

Eligibility

Candidates **must:**

- be a full or part-time teacher employed in an educational institution such as a school, college, university, or adult training centre or training to become a full or part time teacher
- have the opportunity to observe and teach in an educational institution to satisfy the syllabus requirements
- have the opportunity to observe and teach a group with a minimum of six learners
- have the opportunity to be responsible for planning, teaching and formatively assessing this group of learners
- have the regular support of a mentor who understands the essential principles that underpin this qualification, and can provide helpful advice and observations.

School feedback: 'Having the continued support and guidance of mentors throughout the PDQ course have been invaluable for both our candidates and the mentors themselves. We have seen an improvement in reflective practice and an increase in willingness to experiment with best practices. The candidates find they have a safe space to collaborate, share their experiences and ask for advice. This has empowered and made them more open to developing their practice.'

Feedback from: Melissa Alberts, Professional Development Officer, GenEx Institute, Cape Town, South Africa

Language requirements

To take part in the Certificate 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**

We recommend a minimum requirement of 5.5 on the International English Language Testing System. See **www.ielts.org/** for more details.

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.

Module 1	Module 2	Module 3
Certificate	Diploma	
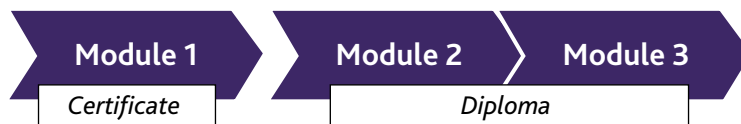
The table below shows what is involved in each module.

Learning hours in preparation	150
Recommended programme duration	4 months per module
Assessment	Portfolio of evidence of practice, learning and reflection
Evidence length	3600 words with work-based records

How is the Certificate assessed?

Candidates are assessed through a portfolio of evidence, which is submitted to a team of Cambridge International examiners. 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, learners and others
- The candidate's own reflections on their learning and practice

In their evidence of learning and reflection, a candidate's views, ideas or opinions must be supported with relevant references to established concepts and theories of learning and teaching, whether these are in the form of academic publications or posts to online discussion forums or blogs. All sources must be referenced.

School feedback: 'We have utilized the Cambridge PDQ program to foster a rich, collaborative, Community of Practice that has helped to knit our school together with learners, teachers, and administrators identifying as being part of a supportive Learning Organization in which everyone models a love of learning and support for others.'

Feedback from: Dr. Russell Hazard, Director of Teaching, Learning, and innovation – NIT Education Group

Evidence requirements

In their portfolio, candidates will use the relevant Cambridge International template (*Forms*) to gather, organise and present their evidence to satisfy the assessment criteria.

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.

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.

The Programme Leader can provide further guidance on academic honesty.

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/

School feedback: 'PDQ has provided the framework to articulate, formalise and enhance the things I was doing naturally as a teacher, it has encouraged me to be a reflective practitioner and to back my intuition. '

Feedback from: Mrs Wendy H McCabe, Head of Art and Design, Head of Drama, Hebron School, Tamil Nadu, South India

School feedback: 'Reflection has become my second nature as a teacher. I am able to design this year's lessons with more insight and foresight and what I am witnessing is happy and more confident learners. Thanks to PDQ! '

Feedback from: Jyothsna D'Silva, Geography teacher, Hebron School, Tamil Nadu, South India

Becoming a CICCP Delivery Centre

Centres delivering the Certificate in Classroom Practice (CICCP) are developed in line with the relevant regional strategy for Cambridge International Education. In recognition of the importance of professional development for teachers at the beginning of their career, centres are selected to deliver this qualification based on their experience as a professional development provider. To find out more about this, centres should contact their regional representative.

Once approved as a CICCP delivery centre, a Programme Leader from that centre is trained by Cambridge. The CICCP programme is supported by a full set of teaching resources, detailed guidance and innovative support so that Programme Leaders can give their candidates the best possible preparation for Cambridge PDQs.

As with all Cambridge PDQs, the Programme Leader is pivotal to the quality and success of the Cambridge PDQ programme. Being an effective Programme Leader is about shaping and supporting professional learning to have an impact on the quality of teaching in schools. Programme Leaders evaluate their professional development learning programme as part of their commitment to professional development.

4 Introduction to the Certificate

Candidates can work towards the Certificate at their own pace, depending on their priorities and circumstances. Certification provides an international quality mark for candidates, enhancing their professional profile, and opening pathways for their further professional and career development.

Structure

The Certificate comprises six units related to practice which together form Module 1:

Unit 1	Understanding reflective practice
Unit 2	Understanding learning
Unit 3	Understanding teaching
Unit 4	Understanding the wider professional role of a teacher
Unit 5	Understanding barriers to learning
Unit 6	Applying understanding

Each unit is set out in terms of its learning outcomes, key questions, assessment approach and evidence requirements. Assessment criteria appear at the end of this section.

- Each **learning outcome** specifies what a candidate must know, understand and be able to demonstrate after completing the associated professional learning.
- The **key questions** indicate the professional learning related to each learning outcome. These questions will support the candidate as they explore the knowledge, skills and understanding required to achieve the learning outcome.
- The **assessment approach and evidence requirements** explain what candidates must do to demonstrate how they have achieved the learning outcomes.
- The **assessment criteria** specify the standard required to achieve the learning outcomes and are used by examiners to judge the quality of the evidence presented.

Cambridge Professional Development Qualifications – Classroom Practice 5880 syllabus for 2025–2030.

Introduction to the Certificate

Module 1 Exploring teaching and learning

Unit 1 – Understanding reflective practice

In this unit candidates will begin to explore the importance of becoming a reflective practitioner. They will engage with theories and models of reflective practice.

Learning outcome

A: Explain what is meant by reflective practice.

Learning outcome and key questions

Learning outcome A: Explain what is meant by reflective practice.

- What have you learned from your experience of teaching, watching others teach or being taught?
- What is reflective practice and why is it important for teachers?
- How might other people help you to reflect?
- What are the benefits and limitations of the three theories of reflection you have engaged with?

The role of the mentor in Unit 1

The mentor will establish a relationship with the candidate and will help them to explore the theories associated with reflective practice and to understand how to apply them in their day-to-day practice.

Unit 1 Assessment

A candidate must:

- understand the three theories of reflection indicated in the syllabus support guide
- discuss with a peer or colleague the key features of reflective practice.

In the portfolio a candidate must submit the following evidence:

Evidence of reflection (300 words)

- Using the knowledge gained from your reading and your discussion, explain your understanding of reflective practice.

Unit 2 – Understanding Learning

In this unit candidates will engage with theories of learning and understand how learners build new learning.

Learning outcomes

B: Explain your understanding of the concept of learning and how people learn.

C: Explore ways in which effective learning takes place.

Learning outcomes and key questions

Learning outcome B: Explain your understanding of the concept of learning and how people learn.

- How do learners learn and retain new information?
- How do learners build new learning?
- How do learners solve problems?
- How does learning transfer to new situations in or outside of the classroom?
- What motivates learners to learn?

Learning outcome C: Explore ways in which effective learning takes place.

- How do we structure learning to meet the needs of learners?
- How do we make learning active?
- What are common misconceptions about how learners think and learn and how can these be addressed?
- What is metacognition and why is it important for learning?

The role of the mentor in Unit 2

The mentor will help the candidate to explore approaches to learning that they will find suitable to apply in their practice. With the candidate, the mentor will observe a lesson delivered by an experienced practitioner. The mentor will hold a post-observation discussion with the candidate to support their understanding of how learning takes place.

Unit 2 Assessment

A candidate must:

- observe with their mentor an experienced teacher giving a lesson to a group of at least six learners for a minimum of 40 and a maximum of 120 minutes
- discuss with their mentor, in a post-observation discussion, how effective learning takes place in the classroom.

In the portfolio a candidate must submit the following evidence.

Evidence of practice – This includes:

- *Module 1: Unit 2 Observation Visit Form*
- a copy of the observed teacher's lesson plan (the plan will not be assessed).

Evidence of Learning (300 words)
Explain your understanding of the concept of learning and how people learn. (300 words)

Evidence of reflection (300 words)
Evaluate the learning that took place in the observation lesson. (300 words)

Unit 3 – Understanding Teaching

In this unit candidates will explore various teaching approaches and will plan for effective learning and assessment in their classroom practice.

Learning outcomes

D: Explain your understanding of what constitutes effective teaching.

E: Analyse teaching methods and learning activities used in practice to engage and motivate learners to learn.

F: Explain your understanding of the terms 'assessment' and 'feedback', and their purposes.

Learning outcomes and key questions

Learning outcome D: Explain your understanding of what constitutes effective teaching.

- Which strategies and approaches to teaching have you experienced that have helped you personally to learn effectively?
- What types of teaching approaches help learners to learn effectively?
- What factors do teachers need to consider to ensure they are meeting the needs of all learners?
- Why is it important to respond in real time to the needs of learners in a classroom?

Learning outcome E: Analyse teaching methods and learning activities used in practice to engage and motivate learners to learn.

- What is an effective lesson?
- How do you plan and create an effective lesson?
- How do you evaluate the effectiveness of a lesson?
- Why is it important to evaluate the effectiveness of a lesson?

Learning outcome F: Explain your understanding of the terms 'assessment' and 'feedback', and their purposes.

- What strategies do teachers use to make classroom questioning effective?
- What is assessment and why does it matter?
- How can I use feedback effectively to improve learning?
- How can I use evidence from assessment to inform planning?

The role of the mentor in Unit 3

The mentor will support the candidate's exploration of the basic principles of teaching and assessment. They will help the candidate plan and deliver a micro-teaching session with learners. The mentor will have the pre-lesson and post-lesson discussions to help the candidate analyse and consolidate their understanding of teaching and learning.

Unit 3 Assessment

A candidate must:

- deliver a micro-teaching session to a group of at least 6 learners for a minimum of 15 and a maximum of 20 minutes.
- have pre-lesson and post-lesson discussions with their mentor to analyse the teaching approaches used in the lesson.

In the portfolio a candidate must submit the following evidence.

Evidence of practice – This includes:

- *Module 1: Unit 3 Micro-teaching session Lesson Plan Form*
- *Module 1: Unit 3 Mentor Observation and Discussion Form.*

Evidence of Learning (300 words)
Explain your understanding of the relationship between effective teaching and learner progress. (300 words)

Evidence of reflection (300 words)
Evaluate the impact of the teaching strategies that you have used on the learners' learning and progress in your micro-teaching session. (300 words)

Unit 4 – Understanding the wider professional role of a teacher

In this unit candidates will learn about their role beyond the classroom and how it contributes to teaching and learning.

Learning outcomes

G: Understanding your role beyond the classroom.
H: Analyse the impact of the wider school environment on teaching and learning.

Learning outcomes and key questions

Learning outcome G: Understanding your role beyond the classroom.

- Who are the other stakeholders in the progress of your learners and why are they important?
- What is your role in the wider school environment?
- How does your school encourage collaboration between all stakeholders?
- How does your school ensure the safety and well-being of all stakeholders?

Learning outcome H: Analyse the impact of the wider school environment on teaching and learning.

- How do you find out about and implement your school systems and policies?
- How do you create a safe and stimulating environment, including the physical resources, that facilitates effective learning?
- How do you engage professionally with parents, carers and the wider community?
- How do you evaluate the effect of the wider school environment on your teaching practice?

The role of the mentor in Unit 4

The mentor will support the candidate's exploration of their wider school environment and context. They will do so by having a discussion with the candidate on how to find information and interview colleagues.

Unit 4 Assessment

A candidate must:

- have a discussion with their mentor about the wider school environment and their role in it.
- discuss, with their mentor, the interview they plan to conduct with an experienced practitioner or colleague, and the questions to be asked.
- conduct an interview with an experienced practitioner or a non-academic colleague, focusing on their role in the wider school environment. This should be someone outside their own department.

In the portfolio a candidate must submit the following evidence.

Evidence of practice

- *Module 1: Unit 4 Interview consent form*
- *Module 1: Unit 4 Interview form.*

Evidence of reflection (400 words)
Evaluate the impact of context on learning and teaching. (400 words)

Unit 5 – Understanding barriers to learning

In this unit candidates will understand barriers to learning that might affect their learners' progress and then observe a lesson to achieve the following learning outcomes.

Learning outcomes

I: Explain what barriers to learning might exist in your classroom.

J: Describe how you can overcome barriers to learning in your classroom practice.

Learning outcomes and key questions

Learning outcome I: Explain what barriers to learning might exist in your classroom.

- What is meant by 'barriers to learning'?
- How do you identify barriers to learning in your classroom?
- How do the physical, social and emotional needs of learners impact on learning and teaching?
- What is meant by inclusion?

Learning outcome J: Describe how you can overcome barriers to learning in your classroom practice.

- How will you promote and model behaviours for learning?
- How will you collaborate with others to support learning and teaching?
- How will you meet the needs of all learners?
- How can you create a toolkit for inclusion?

The role of the mentor in Unit 5

The mentor will support the candidate in their exploration of barriers to learning. With the candidate, the mentor will observe a lesson delivered by an experienced practitioner, focused on addressing barriers to learning. The mentor will then hold a post-observation discussion with the candidate to support their understanding of inclusive practice.

Unit 5 Assessment

A candidate must:

- observe with their mentor an experienced teacher giving a lesson to a group of at least six learners for a minimum of 40 and a maximum of 120 minutes. The focus of observation should be on addressing barriers to learning.
- discuss with their mentor, in a post-observation discussion, the best approaches to address barriers to learning in the classroom.

In the portfolio a candidate must submit the following evidence.

Evidence of practice – This includes:

- *Module 1: Unit 5 Observation Visit Form*
- a copy of the observed teacher's lesson plan (the plan will not be assessed).

Evidence of learning (300 words)

Describe how barriers to learning impact learners' engagement and progress. (300 words)

Evidence of reflection (400 words)

Evaluate the strategies used by the experienced practitioner to minimise barriers to learning. (400 words)

Unit 6 – Applying understanding

In this unit candidates will plan and teach a lesson to achieve the following learning outcomes.

Learning outcomes

K: Plan and teach a lesson using active learning approaches to engage and motivate learners.

L: Evaluate your learning from the programme to inform future practice.

Learning outcomes and key questions

Learning outcome K: Plan and teach a lesson using active learning approaches to engage and motivate learners.

- How has your learning helped you to understand what constitutes an effective lesson?
- How will you use your learning to plan an effective lesson?
- How will you use your learning to teach an effective lesson?
- How will you use reflective practice to evaluate your lesson?

Learning outcome L: Evaluate your learning from the programme to inform future practice.

- How has your engagement with the programme developed your practice?
- What have you identified as the next steps in your practice?
- How has the feedback from your mentor informed the next steps in your practice?
- What further support do you need to implement the next steps in your practice?

The role of the mentor in Unit 6

In a pre-observation meeting, the mentor will discuss the application of learning from previous units in the lesson planned by the candidate. The mentor will then observe the lesson. In a post-observation meeting, the mentor and candidate will discuss what went well and what aspects of classroom practice still require further development.

Unit 6 Assessment

A candidate must:

- plan, teach and evaluate a lesson with evidence of active learning, assessment and inclusion.
- have the lesson observed by their mentor, who will provide formative feedback for reflective practice.

In the portfolio a candidate must submit the following evidence.

Evidence of practice – This includes:

- *Module 1: Unit 6 Lesson Plan Form*
- *Module 1: Unit 6 Observer Feedback Form.*

Evidence of reflection (1000 words)

1. Analyse the effectiveness of the lesson taught. (400 words)
2. Evaluate your confidence around your current teaching practice and identify the aspects which need further development. (600 words)

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Introduction to the Certificate

Assessment criteria

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

1 Understanding teaching and learning.

2 Developing thinking and practice in teaching.

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.

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PASS	
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.

FAIL	
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 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.

5 Support and resources for PDQ programmes

Support and resources

Programme planning and delivery

Syllabus

The Cambridge International Professional Development Qualification (PDQ) syllabus

Syllabus Support Guides

Exemplify the Learning Outcome and Assessment Criteria requirements for each PDQ syllabus

PDQ Programme Leader Community

An online community for Programme Leaders to share and collaborate

Portfolio creation and development

Sample Evidence

Examples of completed evidence with a commentary from the Principal Examiner

Getting started with...

Interactive resources which introduce and develop key areas of teaching and learning practice

Principal Examiner Reports

Annual reports completed by the Principal Examiner for each syllabus

Webinars

Recorded sessions looking at different aspects of the PDQ Assessment requirements

Training

PDQ Programme Leader Course

Training provided by Cambridge for aspiring PDQ Programme Leaders

Online Training

Introductory, Extension, Enrichment and Assessment courses, available online here:
www.cambridgeinternational.org/support-and-training-for-schools/professional-development

Support for Mentors

www.cambridgeinternational.org/Images/304230-a-guide-for-mentors.pdf

'Getting started with mentoring' is also available as an online enrichment course:
**www.cambridgeinternational.org/support-and-training-for-schools/professional-development/
enrichment-courses/online-enrichment**

Continuing professional development

Education briefs

www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/education-briefs

Further study towards PGCE, MA or MBA

www.cambridgeinternational.org/support-and-training-for-schools/professional-development/professional-development-qualifications/teacher-development-journey

Note: Cambridge has secured this route into Higher Education study for all those that hold a PDQ Diploma. Cambridge Programme Leaders cannot claim credits towards this themselves, unless they also hold a PDQ Diploma, but the journey may still be of interest to them.

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Support and resources for PDQ programmes

What is PDQ Connect?

PDQ Connect is the platform used by Cambridge International to support the delivery of PDQ Programmes, and where Programme Leaders can find resources, templates and forms. Use of the platform allows Programme Leaders to support candidates to collate, develop and enhance their portfolio evidence prior to final submission.

Final submission of the completed PDQ portfolio of evidence to Cambridge International must be made using the correct PDQ templates (*Forms*) as specified in each syllabus, and in accordance with the current submission guidance and series deadlines as laid out in the *Administrative Guide*. The *Administrative Guide* is for exams officers who are making the final submission of the portfolio to Cambridge for grading.

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 learning outcomes.
- 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.

6 Glossary

The following definitions apply throughout this syllabus.

Word or phrase	What it means
Achievement	measures the improvement in a learner's performance over a period of time as the result of a process of learning; this is reflected in their grades
Acquisition model of learning	learning is seen mainly as acquiring knowledge and skills through direct instruction
Active learning	based on the theory of constructivism where learners participate in a variety of activities that promote engagement with learning resources, ideas and other people; it then requires them to think hard in order to make sense of their new learning by linking it to their existing learning
Advance organisers	strategies that connect new learning to existing learning
Aim	a broad statement of intent indicating what the teacher must teach and the learners must learn during a process of learning
Analysis	process of studying or examining something carefully and in detail to learn more about it
Assessment	any activity in which evidence of learning is collected in a planned and systematic way and then used to make a judgement about what learners know, understand and are able to do
Assessment criteria	freestanding statements that specify the standard required to achieve a learning outcome or objective.
Assessment for learning	based on the concept of teachers embedding the strategies of questioning, formative feedback, peer and self-assessment, and the formative use of summative assessments in their classroom practice. Assessment information is then used by teachers to adjust their teaching strategies and by learners to adjust their learning strategies
Assessment of learning	an alternative term for summative assessment
Attainment	the level or standard reached by a learner at the end of a learning sequence or learning programme that is evidenced by test or examination results
Behaviourism	theory of learning based on the concept that all behaviours are learned through interaction with the environment to the near exclusion of innate or inherited factors
Candidate	the person following a Cambridge Professional Development syllabus
Cognition	process of acquiring knowledge and understanding through thought, experience, and the senses

Word or phrase	What it means
Cognitivism	theory of learning based on the concept of how learners acquire new learning through perception, thinking, remembering, reasoning and judging
Collaboration	working with one or more colleagues for a particular purpose or to achieve a common goal
Competence	ability to repeatedly do something well
Constructivism	theory of learning based on the concept that all learners 'construct' their own unique meanings or understanding of experiences by reflecting or thinking about them
Cooperation	working together to accomplish shared goals
Critique	a detailed analysis and judgement, both positive and negative, of a person's work or ideas
Criterion-referencing	describe the qualities of what a learner knows, understands and is able to do without reference to the performance of others
Critical evaluation	making judgements through a process of critical thinking and analysis
Critical thinking	careful goal-directed thinking; it is a way of thinking about any subject, content or problem by analysing the facts to form a judgement
Curriculum	academic content taught in a school or in a specific course or learning programme; it is usually presented as syllabuses for sequential stages of the learners' learning
Dialogic teaching	involves on-going talk between the teacher and learners; it provides learners with opportunities to contribute to classroom dialogue in extended and varied ways so they can explore the limits of their own understanding through the use of language
Didactic teaching	learning is seen as mainly acquiring knowledge and skills as the direct result of teaching
Differentiated learning	strategies used to accommodate the differences between learners so they all have the best possible chance of progressing their learning
Evaluate	to judge or determine the quality, importance or value of something
Experiential learning	process that involves learners engaging with a variety of experiences and then through reflection, creating links with existing learning to form new learning
Explore	think about an idea or topic in order to assess it carefully
Formative assessment	assessment methods used by teachers to check the learners' understanding of the topic being taught at different stages of a lesson
Higher-order thinking skills	requires learners to use their analytical, evaluative and creative thinking skills in a range of activities to progress their learning
Humanism	theory of learning based on the concept that the development of the whole person is considered more important than the development of specific subject matter

Cambridge Professional Development Qualifications – Classroom Practice 5880 syllabus for 2025–2030.

Glossary

Word or phrase	What it means
Inclusive learning	the learners' entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences
Key questions	indicate the professional learning related to a learning outcome
Learner	we use 'learner' in a general, aspirational sense
Learning objective	brief description of what the learners must know or be able to do as a result of their learning experiences
Learning outcome	brief description of what the learners must know or be able to do as a result of their learning experiences at the end of a course, learning programme, module or unit; it specifically relates to the learning that will be assessed
Lower-order thinking skills	requires learners to use their skills of remembering, understanding and applying their learning in a range of activities
Mentor	an experienced colleague who provides support, advice and guidance to help develop the personal and professional growth of a less experienced colleague
Metacognition	concept that requires learners to reflect or think about how they learn and then intentionally apply the outcomes of their reflective thinking to improve future learning
Motivation	a learner's willingness to participate in the learning process
Norm-referencing	comparing one learner's performance with that of everyone else being assessed
Participation model of learning	creating personal meaning by reflecting on shared experiences and then applying it in different situations
Pedagogy	the study and theory of the methods and principles of teaching
Practitioner inquiry	a collaborative four-stage cycle of planning, teaching, reviewing and reflecting designed to improve an aspect of a teacher's classroom practice and ultimately their learners' learning and achievement
Reflection in action	reflecting during an experience, it can also be thought of as 'thinking on our feet' and involves making decisions or changes to practice during the experience as the situation demands
Reflection on action	reflecting after the experience, can also be thought of as making decisions or changes to practice as a result of retrospective thinking
Reflective account	an account of an event or a process that is not simply descriptive; it addresses evaluative questions as well as 'how' and 'why' questions
Reflective journal	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

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Glossary

Word or phrase	What it means
Reflective practice	learning through and from experience towards gaining new insights into self and practice
Reflective thinking	consciously thinking about analysing what you are doing, what you have previously done, what you have experienced, what and how you have learned
Reliability	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.
Scaffolding of learning	providing one or more learners with support from the teacher and/or peers when learning new concepts; the support is reduced as the learners become more independent in their thinking and ability to acquire new knowledge and skills
Scheme of learning	also known as a programme plan or scheme of work; an interpretation of a syllabus into a sequence of lessons
Self regulation	describes how learners monitor and control their cognitive processes
Social constructivism	theory of learning that stresses the fundamental role of social interaction in the development of cognition
Special education needs	refers to learners who experience learning difficulties that make it more challenging for them to learn than most children and young people of the same age
Spiral of learning	learning is structured so that concepts and ideas are initially taught at a simplified level and then re-visited at more complex levels later on
Success criteria	summarise the key steps needed for learners to successfully meet a learning intention by specifying the main things to do, include or focus on
Summative assessment	assessment methods used to evidence what the learners have learned at a given point in time, usually at the end of a course, module, unit, theme or topic
Teacher	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
Tutorial	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
Wider school environment	the elements of school life beyond the teacher's classroom which have an impact on their learners' progress, e.g. support from other professionals
Validity	how well a test measures what it is supposed to measure
Zone of Proximal Development	a learner's ability to perform learning tasks just beyond their current abilities with guidance and support from the teacher and/or peers

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