



## Syllabus

# **Cambridge International Certificate Teaching Bilingual Learners 5887**

For examination in 2025 to 2030



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## Why choose Cambridge?

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

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.

The Cambridge International Certificate in Teaching Bilingual Learners is for candidates who work as teachers in a bilingual teaching and learning context and want to:

- develop their professional effectiveness as teachers supporting bilingual learners
- gain the knowledge, skills and understanding to support an inclusive approach to teaching bilingual learners
- find opportunities to develop a reflective approach to the development of their professional practice
- progress in their career as teachers of bilingual learners

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 their existing knowledge, skills and understanding of teaching and learning
- enriches teachers' learning through critical engagement with the theories of others
- is sustained over time and supported by people with expertise.

The Certificate is designed to provide for such professional development.

**School feedback:** 'The PDQ lays the framework of whole school collaboration and coherently brings learners, candidates, professional development community and school leaders together by consciously encouraging them to reflect, collaborate, think critically and work towards development of self while establishing a bird's eye view of their role in the process.'

**Feedback from:** Jennifer Johnson, Head of Digital Learning - Innovation & Resources, Karachi Grammar School (Middle Section), Karachi, Pakistan

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# 1 Introduction

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## Purpose of this document

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

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](http://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:** ‘Through the PDQ courses, our staff has grown more confident, resilient, and innovative. They have deepened their knowledge and skills and apply their new learning to their environment. Through continuous reflection, our candidates have been able to evaluate the impact their learning has had on their teaching practice and learners’ learning, identifying their strengths and the areas that they can develop further. With the help of the learning community and their mentors, they actively seek opportunities to continue to improve.’

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

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## 2 The Cambridge teacher

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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](http://www.cambridgeinternational.org/support-and-training-for-schools/leading-learning-and-teaching-with-cambridge)**

Research indicates that effective teaching is the most significant positive factor contributing to learners' 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 learners and meeting their needs as individuals
- encouraging learners to engage actively in their own learning
- ensuring formative assessment is embedded in classroom practice
- making connections, for example, to learners' 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.

## 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](http://www.cambridgeinternational.org/support-and-training-for-schools/professional-development/professional-development-qualifications/school-leader-teacher-standards)**

## 3 Syllabus overview

### The PDQ Programme Leader

Every Cambridge PDQ Centre appoints a Programme Leader who is responsible for designing and managing the programme. The Programme Leader is pivotal to the quality and success of the Cambridge PDQ programme. The role is wide-ranging, from designing and developing the programme to liaising with mentors, school leadership and Cambridge International. Being an effective Programme Leader is about shaping and supporting professional learning to have an impact on the quality of teaching and leadership in schools.

Programme Leaders evaluate their professional development learning programme as part of their commitment to professional development. Due to the level of support they are required to give candidates during the programme, Programme Leaders are not permitted to compile their own portfolio of evidence and submit it to Cambridge International as part of their own PDQ Programme.

### The Certificate syllabus

The revised Certificate syllabus has been designed to help teachers develop their professional thinking and practice, and enhance the quality of teaching and learning. It will also help bilingual learners learn curricular subjects through an additional language more effectively, by promoting the learning of both the subject and the additional language. The qualifications also help teachers to reflect on learners' first language development.

For the purpose of this syllabus, 'bilingual learners' are typically learners who use their first language at home/ in the community. They are learning subjects through a language that is an 'additional language' – a language that is not their first language, such as a foreign or a second/third language. Their learning may take place in a variety of bilingual or multilingual contexts: they may be learning all subjects through the additional language or, if they are on a bilingual education programme (or a trilingual education programme), they may be learning some subjects through the additional language(s) and some through the first language, or the same subject through two languages.

Due to the skills being developed, teachers who teach language-only subjects (such as English second language or Spanish first language) are not eligible to enter for these qualifications. Please do get in touch with the PDQ Team at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) if you have any questions on this.

Two essential principles underpin the design of the qualification: effective teaching and effective 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. Areas of learning are revisited systematically within the programme so that the candidate can engage with these in more depth and detail, and acquire related knowledge and skills.

The spiral of professional learning in a Cambridge PDQ programme depends particularly on three processes:

- observation
- reflection
- learning with and from mentors.

These processes work together. It is crucial that 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 develops a learning relationship with the candidate, supporting them during their work-based learning to make the most of the learning experience and to achieve the Cambridge qualification. The mentor understands the essential principles of the Cambridge PDQ, and provides helpful advice to their candidate, sharing their own experiences and knowledge.

## 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
- teach in their current institution 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.

Candidates who do not meet the above criteria cannot make an entry for this syllabus. Those candidates may meet the criteria for syllabus 5880.

**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

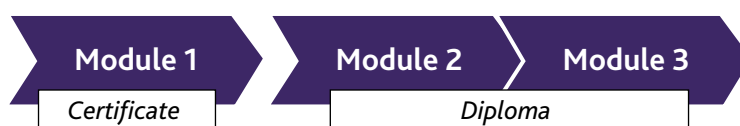
To take part in the Certificate programme candidates are required to have sufficient competence in English. All candidates should have English language competence comparable to **Level B2** in the **Common European Framework of Reference for Languages (CEFR)**. This framework is provided by the Council 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](http://coe.int/t/dg4/education/elp-reg/cefr%20grids%20EN.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.

## 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.

The Diploma can also be taken as a standalone qualification

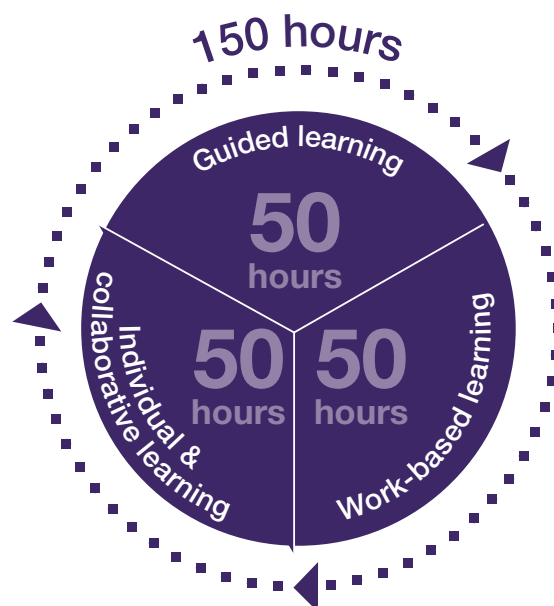


The table below shows what is involved in each module.

|                                |  |
|--------------------------------|--|
| 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                         |

## 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.



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.

## How is the Certificate assessed?

Candidates are assessed through a portfolio of evidence, 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 mentor, colleagues, learners and others
- the candidate's own reflections on their learning and practice.

**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 templates (*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/](http://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 students. Thanks to PDQ!’

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

## 4 Certificate in Teaching Bilingual Learners

### Introduction to the Certificate

#### Aims

In the Certificate, candidates will have the opportunity to:

- understand the challenges of learning through an additional language
- understand the principles of teaching bilingual learners through an additional language through reading, observation and discussion; they will apply these principles to their own practice
- design, implement and evaluate individual lessons focused on content and language
- reflect on and evaluate their own practice in order to help students learn content through an additional language more effectively
- learn collaboratively, supported by their colleagues.

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

The Certificate comprises three units related to practice which together form Module 1: Exploring teaching bilingual learners through an additional language.

|        |   |
|--------|---|
| Unit 1 | Understanding principles of teaching bilingual learners through an additional language                  |
| Unit 2 | Teaching a lesson for bilingual learners with a focus on understanding content                          |
| Unit 3 | Teaching a lesson for bilingual learners with a focus on active learning and productive language skills |

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** 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.
- The **key questions** 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.
- The **assessment approach and evidence requirements** explain how candidates can show that they have achieved the learning outcomes.
- 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 a learning outcome.

## Module 1 Exploring teaching bilingual learners through an additional language

### Unit 1 Understanding principles of teaching bilingual learners through an additional language

Candidates will engage with principles and concepts of learning and teaching. They will also explore what makes an effective lesson so that they can achieve the following learning outcomes.

#### Learning outcomes

- A:** Explain their understanding of the challenges for their learners of learning a curricular subject through an additional language in their own teaching context.
- B:** Review teaching methods and learning activities they think help the learning of both content and language in their own teaching context.
- C:** Explain their understanding of the term “assessment” and its purposes in supporting bilingual learners to progress in content and language.
- D:** Identify and explain key features of what they think makes an effective lesson focused on content and language, and evaluate the impact any new learning will have on their future professional practice.

#### *Learning outcomes and key questions*

**Learning outcome A:** Explain their understanding of the challenges for their learners of learning a curricular subject through an additional language in their own teaching context.

- What concepts, principles and models of learning are relevant to teaching bilingual learners?
- Does your school use a system to describe levels of foreign language competence (for example, the Common European Framework of Reference for Languages (CEFR))?
- How would you describe the language level(s) of your learners and yourself in the target language?

**Learning outcome B:** Review teaching methods and learning activities they think help the learning of both content and language in their own teaching context.

- What teaching and learning strategies help learners with the challenges they face in learning a curricular subject through an additional language, particularly in your own teaching context?
- What teaching and learning strategies help the learning of both content and language?
- What are the underlying principles, concepts and models of learning and teaching that can be related to the teaching and learning strategies you have identified?

**Learning outcome C:** Explain their understanding of the term ‘assessment’ and its purposes in supporting bilingual learners to progress in content and language.

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- What is your understanding of the term ‘assessment’?
  - What is your experience of assessment as a learner and a teacher?
  - Why is it important to know the differences between formative and summative assessment and to know their different purposes and functions?
  - What formative and summative assessment methods do teachers commonly use in their classroom practice in your teaching context?
- 

**Learning outcome D:** Identify and explain key features of what they think makes an effective lesson focused on content and language, and evaluate the impact any new learning will have on their future professional practice.

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- What do you consider to be the key features of an effective lesson focused on content and language?
  - What formative assessment strategies can support bilingual learners’ progress in content and language?
  - What is meant by ‘evaluation’ in the context of a lesson observation?
  - Why is it important to share ideas about teaching bilingual learners with colleagues?
- 

### *The role of the mentor in Unit 1*

The mentor, with the candidate, will observe a lesson for bilingual learners delivered by an experienced teacher. The mentor will hold a post-observation discussion with the candidate to support their learning on what makes an effective lesson focused on content and language. This discussion will provide the basis of the candidate’s evidence of reflection.

### *Assessment*

Candidates will:

- observe, with their mentor, an experienced teacher’s lesson teaching a group of at least six bilingual learners for a minimum of 40 and a maximum of 120 minutes
- discuss with their mentor, in a post-observation discussion, the key features of what makes an effective lesson focused on content and language.

**Evidence of practice** – This includes:

- *Module 1: Unit 1 Observation Visit Form*
- a copy of the lesson plan for the lesson they observed.

### **Evidence of learning (800 words)**

- 1 Explain your personal understanding of the challenges for your learners of learning a curricular subject through an additional language in your own context.
- 2 Identify the teaching approaches that you think help the learning of both content and language.
- 3 Provide an explanation of the purposes of assessment in supporting bilingual learners to progress in both content and language.

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

- 1 Analyse the key features of what you think makes an effective lesson focused on content and language.
- 2 Evaluate the impact your new learning and experiences from Unit 1 have had on your practice and how this will help you to prepare for Unit 2.

## Unit 2 Teaching a lesson for bilingual learners with a focus on understanding content

Candidates will explore the practice of teaching and learning so that they can achieve the following learning outcomes.

### Learning outcomes

- E:** Plan a lesson that has a coherent structure and identifies appropriate teaching methods, learning activities and resources (adapted where necessary) to meet clear content and language learning objectives.
- F:** Teach a lesson that builds on learners' existing learning to develop new learning using classroom language, teaching methods, learning activities and resources that engage and motivate learners to learn.
- G:** Teach a lesson in which the learners' learning, including understanding of content and language, is regularly checked at appropriate stages using appropriate formative assessment methods.
- H:** Evaluate a lesson using feedback from their mentor and their own reflections to develop future practice.

### Learning outcomes and key questions

**Learning outcome E:** Plan a lesson that has a coherent structure and identifies appropriate teaching methods, learning activities and resources (adapted where necessary) to meet clear content and language learning objectives.

- What language skills do learners need in order to understand the content of this lesson (examples may include vocabulary, grammatical structures, reading and listening skills)?
- How will activities be sequenced to support learners' understanding and meet the set content and language learning objectives?
- Why is it important to make the learning objectives of a lesson clear to the learners?

**Learning outcome F:** Teach a lesson that builds on learners' existing learning to develop new learning using classroom language, teaching methods, learning activities and resources that engage and motivate learners to learn.

- How can you use learners' prior knowledge and experiences to make their learning more meaningful?
- Why do active learning approaches to teaching and learning help to engage and motivate learners to learn?
- What questions can learners ask of themselves at the beginning, during and at the end of a given activity?

**Learning outcome G:** Teach a lesson in which the learners' learning, including understanding of content and language, is regularly checked at appropriate stages using appropriate formative assessment methods.

- What teaching methods, learning activities and resources will you use and adapt to support learners' understanding and help them to achieve the intended learning objectives?
- What formative assessment strategies will you use to monitor and support learners' understanding (for example, using effective questioning or effective feedback)
- Why must learners be provided with opportunities to show their thinking and progress in learning?



**Learning outcome H:** Evaluate a lesson using feedback from their mentor and their own reflections to develop future practice.

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- How can mentor feedback and your own reflections be used to identify aspects of the learners' learning and your teaching practice that went well and to identify those aspects that require further development?
  - What new learning and understanding have you recently acquired from your reading, research and discussion in individual study?
  - How have you collaborated with peers to develop new learning and improve your classroom practice?
  - What new learning have you acquired by reflecting on your work-based practice and using feedback from colleagues?
- 

### *The role of the mentor in Unit 2*

The mentor will lead a discussion before the lesson and then observe the candidate delivering 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 learners in meeting the stated outcomes. The mentor will help the candidate identify key strengths and areas for improvement in their teaching practice.

### *Assessment*

Candidates will:

- select and adapt a resource to be used in the lesson to support learners' understanding
- plan, prepare, teach and evaluate
- 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:

- *Module 1: Unit 2 Lesson Plan Form*
- *Module 1: Unit 2 Observer Feedback Form*
- teaching materials created or used in the lesson.

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

- 1 Explain why a lesson plan must have clear aims and objectives and a coherent structure which develops both content and language.
- 2 State a rationale for the choice of teaching methods, learning activities and resources used in the observed lesson to support learners' understanding, and how and why you adapted teaching materials.
- 3 Describe the assessment methods used to assess the learners' learning, including understanding of content and language during the lesson.

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

- 1 Evaluate the effectiveness of the lesson, highlighting what aspects helped to engage and motivate the learners to learn, and what aspects require further development for future practice.
- 2 Evaluate the impact your new learning and experiences from Unit 2 have had on your practice and how this will help you to prepare for Unit 3.

## Unit 3 Teaching a lesson for bilingual learners with a focus on active learning and productive language skills

Candidates will build on their learning from Unit 2 to develop a deeper understanding of the teaching concepts and principles they engaged with so that they can achieve the following learning outcomes.

### Learning outcomes

- I:** Plan a sequence of lessons that are coherent and focused on content and language to support learners' active participation and to develop productive language skills.
- J:** Teach lessons using learning activities that are based on well-managed active learning approaches, and ensure learning includes differentiation.
- K:** Teach lessons using a variety of formative assessment and feedback methods to activate participation and productive language skills.
- L:** Evaluate lessons to identify strengths and areas for further development in their professional practice using feedback from various sources.

### *Learning outcomes and key questions*

**Learning outcome I:** Plan a sequence of lessons that are coherent and focused on content and language to support learners' active participation and to develop productive language skills.

- Why should teachers plan sequences of lessons?
- What language skills do learners need to discuss the content for this lesson (for example, vocabulary, grammatical structures, speaking and writing skills)?
- Where in a lesson will you check for any preconceptions or misconceptions the learners might have about the given topic?

**Learning outcome J:** Teach lessons using learning activities that are based on well-managed active learning approaches, and ensure learning includes differentiation.

- How will a lesson be structured to support learners' active participation and to develop productive language skills to meet set content and language learning objectives?
- How is learning differentiated?
- Why is it important for lessons to be well paced and well managed?
- What teaching strategies, learning activities and resources will be used and adapted to help learners participate in the lesson and think, speak and write about the given topic?

**Learning outcome K:** Teach lessons using a variety of formative assessment and feedback methods to activate participation and productive language skills.

- How do you use formative assessment to support as well as monitor your learners' learning?
- Why does having an understanding of the concept of Assessment for Learning (AfL) help a teacher to use formative assessment methods more effectively?
- Why is providing formative feedback an important part of AfL practice?
- How is formative assessment and feedback used to support participation and productive language skills?

**Learning outcome L:** Evaluate lessons to identify strengths and areas for further development in their professional practice using feedback from various sources.

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- How are you going to continue learning about teaching a curricular subject through an additional language?
  - How are you going to share what you have learned with colleagues?
  - How are you going to continue to learn from colleagues?
- 

### *The role of the mentor in Unit 3*

The mentor will hold a pre-lesson discussion and then observe the candidate delivering 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 learners in meeting the stated outcomes. The mentor will help the candidate identify key strengths and areas for improvement in their teaching practice.

### *Assessment*

Candidates will:

- select and adapt teaching materials to be used in the lesson to stimulate learners' active participation and to develop productive language skills
- plan and teach a lesson from a sequence of lessons
- arrange for the lesson to be observed by their mentor to provide formative feedback for reflective practice
- select and analyse a range of teaching activities used in a sequence of lessons.

In the portfolio, candidates must submit the following.

#### **Evidence of practice – This includes:**

- *Module 1: Unit 3 Lesson Plan Form*
- *Module 1: Unit 3 Observer Feedback Form*
- *Module 1: Unit 3 Teaching Activity Log Form*
- teaching materials created or used in the lesson.

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

- 1 Explain how a structured lesson can stimulate learners' active participation and develop productive language skills.
- 2 Explain why formative assessment is an important part of the learning process and can support active participation and help to develop productive language skills.

#### **Evidence of reflection (800 words)**

- 1 Analyse the effectiveness of the chosen strategies in stimulating learners' active participation and developing productive language skills.
- 2 Explain how you used formative assessment to monitor learners' progress with the learning objectives. This will include learners' active participation and development of productive language skills, and an evaluation of how effective this was.
- 3 Evaluate how your knowledge, skills and understanding of teaching bilingual learners has developed as a result of your work for the Certificate, any aspects that need further development and how you are going to develop these.

## 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 bilingual learners.
- 2 Developing thinking and practice in teaching bilingual learners.
- 3 Analysis and discussion.
- 4 Communication and presentation.

| DISTINCTION  |   |
|--|---|
| <b>Understanding teaching bilingual learners</b>                       | 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.   |
| <b>Developing thinking and practice in teaching bilingual learners</b> | 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.  |
| <b>Analysis and discussion</b>   | 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.                       |
| <b>Communication and presentation</b>                                  | 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. |
| PASS   |   |
| <b>Understanding teaching bilingual learners</b>                       | Demonstrates a sound and informed understanding of key concepts and principles, with an awareness of different ideas or approaches. Analyses and evaluates application of key concepts and principles to both their own and others' practice.   |
| <b>Developing thinking and practice in teaching bilingual learners</b> | Evidences effective practice with detail, in some areas. Thorough and informed understanding of how different theories and principles apply to practice. Sound application of theories and principles to practice. Evidence of reflective evaluation of own practice, and some insight into learning from experience.           |
| <b>Analysis and discussion</b>   | Analyses questions and issues arising from appropriate studies, enquiries and experience, appropriately and with relevance. Evidence of use of different information sources to support discussion and analysis. Structured approach to analysis and discussion.  |
| <b>Communication and presentation</b>                                  | Presents ideas, arguments and information in a well-ordered manner, with sound levels of consistency and expression. Professional presentation of work, with use of external sources of evidence. Academic conventions followed, with use of accepted referencing conventions.  |

| <b>FAIL</b>  |   |
|--|---|
| <b>Understanding teaching bilingual learners</b>                       | Demonstrates inadequate or poor understanding of relevant concepts and principles. Application to own and others' practice may be limited, inadequate or inappropriately applied. Application to others' practices may be absent.     |
| <b>Developing thinking and practice in teaching bilingual learners</b> | 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. |
| <b>Analysis and discussion</b>   | Descriptive approach, with some inaccuracies and misunderstandings in places. Opinions and views expressed, but poor or inappropriate links to evidence and/or relevant examples. Work likely to be poorly organised and structured.  |
| <b>Communication and presentation</b>                                  | Work demonstrates weaknesses in presentation and may be poorly structured and not presented in a professional manner. Opinions may be given without any attempt to provide support from other accepted external sources.              |

## 5 Support and resources for PDQ programmes

We provide a wide range of practical resources, detailed guidance and innovative support so that Programme Leaders can give their candidates the best possible preparation for Cambridge PDQs.

### 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](http://www.cambridgeinternational.org/support-and-training-for-schools/professional-development)**

#### Support for Mentors

**[www.cambridgeinternational.org/Images/304230-a-guide-for-mentors.pdf](http://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](http://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](http://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](http://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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## 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   |
|--------------------------------------|---|
| <b>Achievement</b>                   | 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   |
| <b>Acquisition model of learning</b> | learning is seen mainly as acquiring knowledge and skills through direct instruction  |
| <b>Active learning</b>               | 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  |
| <b>Advance organisers</b>            | strategies that connect new learning to existing learning   |
| <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>Analysis</b>                      | process of studying or examining something carefully and in detail to learn more about it   |
| <b>Assessment</b>                    | 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   |
| <b>Assessment criteria</b>           | freestanding statements that specify the standard required to achieve a learning outcome or objective.  |
| <b>Assessment for learning</b>       | 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 |
| <b>Assessment of learning</b>        | an alternative term for summative assessment  |
| <b>Attainment</b>                    | 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   |
| <b>Behaviourism</b>                  | 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   |
| <b>Candidate</b>                     | the person following a Cambridge Professional Development syllabus  |

| Word or phrase   | What it means  |
|--|--|
| <b>Cognition/<br/>cognitive skills</b>                             | thinking skills. In addition to thinking skills such as remembering, identifying and defining, examples of those needed for academic study are: reasoning, analysing, creative thinking and evaluating. Cognition is one of the key elements of Coyle's 4Cs model of CLIL.   |
| <b>Cognitivism</b>   | theory of learning based on the concept of how learners acquire new learning through perception, thinking, remembering, reasoning and judging  |
| <b>Collaboration</b>   | working with one or more colleagues for a particular purpose or to achieve a common goal   |
| <b>Competence</b>  | ability to repeatedly do something well  |
| <b>Constructivism</b>  | 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   |
| <b>Content and<br/>language<br/>Integrated<br/>Learning (CLIL)</b> | a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time' (Coyle, Hood and Marsh, 2010). |
| <b>Contextualise<br/>language</b>                                  | to show the meanings of words used in particular sentences, e.g. It's a light material, not heavy. It's a light wind, not a strong one. It's a light article, not a serious one. Contextualising language is an important way in which teachers in bilingual education contexts can guide learners' understanding in their lessons.  |
| <b>Cooperation</b>   | working together to accomplish shared goals  |
| <b>Critique</b>  | a detailed analysis and judgement, both positive and negative, of a person's work or ideas   |
| <b>Criterion-<br/>referencing</b>                                  | describe the qualities of what a learner knows, understands and is able to do without reference to the performance of others   |
| <b>Critical<br/>evaluation</b>                                     | making judgements through a process of critical thinking and analysis  |
| <b>Critical thinking</b>   | careful goal-directed thinking; it is a way of thinking about any subject, content or problem by analysing the facts to form a judgement   |
| <b>Curriculum</b>  | academic content taught in a school or in a specific course or learning programme; it is usually presented as syllabuses for sequential stages of learners' learning   |
| <b>Dialogic teaching</b>   | 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   |
| <b>Didactic<br/>teaching</b>                                       | learning is seen as mainly acquiring knowledge and skills as the direct result of teaching   |

| Word or phrase                      | What it means   |
|-------------------------------------|---|
| <b>Differentiated learning</b>      | strategies used to accommodate the differences between learners so they all have the best possible chance of progressing their learning   |
| <b>Evaluate</b>                     | to judge or determine the quality, importance or value of something   |
| <b>Experiential learning</b>        | process that involves learners engaging with a variety of experiences and then through reflection, creating links with existing learning to form new learning   |
| <b>Explore</b>                      | think about an idea or topic in order to assess it carefully  |
| <b>Formative assessment</b>         | assessment methods used by teachers to check the learners' understanding of the topic being taught at different stages of a lesson  |
| <b>Functional language</b>          | language used to express the purpose of the communication. Possible functions include: ability; certainty; deduction; obligation; permission; preference; possibility; probability; prohibition; speculation. Different language functions are associated with different subjects.  |
| <b>Higher-order thinking skills</b> | requires learners to use their analytical, evaluative and creative thinking skills in a range of activities to progress their learning  |
| <b>Humanism</b>                     | 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   |
| <b>Inclusive learning</b>           | 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   |
| <b>Information transfer</b>         | moving information from one source to another, e.g. reading an explanation then completing a diagram with key words from the explanation. In bilingual education contexts, information transfer tasks are one way to check learners' understanding.   |
| <b>Key questions</b>                | indicate the professional learning related to a learning outcome  |
| <b>L1: first or home language</b>   | Also referred to as 'primary' or first language. The second or additional language is referred to as the L2.  |
| <b>Language demands</b>             | the language abilities that a learner needs in order to use a language for learning in a given subject, during a subject lesson. Lessons, subjects, and lesson resources therefore make language demands on learners. Teachers need knowledge of these language demands in order to support the learning of subject concepts. |
| <b>Language needs</b>               | the language needs which specific learners in any group have with respect to a given subject, lesson, or teaching and learning resource. A subject lesson therefore makes language demands on a whole class; whereas individuals in the class have individual language needs with respect to those demands.                   |
| <b>Learner</b>                      | we use 'learner' in a general, aspirational sense   |

| Word or phrase                         | What it means  |
|--|--|
| <b>Learner talk time</b>               | in a bilingual teaching and learning context, learners are encouraged to produce subject language orally as well as in writing and to participate in meaningful interaction. Peer feedback is valued. Often, it can be useful for teachers in bilingual education contexts to consider how to increase learner talking time (LTT) and reduce teacher talking time (TTT). |
| <b>Learning objective</b>              | brief description of what the learners must know or be able to do as a result of their learning experiences  |
| <b>Learning outcome</b>                | 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  |
| <b>Lower-order thinking skills</b>     | requires learners to use their skills of remembering, understanding and applying their learning in a range of activities   |
| <b>Mentor</b>                          | an experienced colleague who provides support, advice and guidance to help develop the personal and professional growth of a less experienced colleague  |
| <b>Metacognition</b>                   | 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  |
| <b>Motivation</b>                      | a learner's willingness to participate in the learning process   |
| <b>Norm-referencing</b>                | comparing one learner's performance with that of everyone else being assessed  |
| <b>Participation model of learning</b> | creating personal meaning by reflecting on shared experiences and then applying it in different situations   |
| <b>Pedagogy</b>                        | the study and theory of the methods and principles of teaching   |
| <b>Practitioner inquiry</b>            | 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   |
| <b>Pyramid discussion</b>              | a negotiating task which involves individuals, then pairs, then small groups in a decision making task. In a bilingual teaching and learning context, pyramid discussions are an effective way to encourage spoken language production.  |
| <b>Reflection in action</b>            | 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   |
| <b>Reflection on action</b>            | reflecting after the experience, can also be thought of as making decisions or changes to practice as a result of retrospective thinking   |
| <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   |

| Word or phrase                   | What it means   |
|----------------------------------|---|
| <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>       | learning through and from experience towards gaining new insights into self and practice  |
| <b>Reflective thinking</b>       | consciously thinking about analysing what you are doing, what you have previously done, what you have experienced, what and how you have learned  |
| <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 of learning</b>   | 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  |
| <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>Self regulation</b>           | describes how learners monitor and control their cognitive processes  |
| <b>Sentence level</b>            | the language features of a text which are produced in sentences. Examples include use of imperative forms, use of cause and effect clauses or examples in a sentence. (see also word level and text level)  |
| <b>Social constructivism</b>     | theory of learning that stresses the fundamental role of social interaction in the development of cognition   |
| <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>        | 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  |
| <b>Subject-specific language</b> | the language (the vocabulary, grammatical structures and functional language) needed for particular curriculum subjects, e.g. PE: match, ball, coordination, footwork; use of imperatives for giving instructions; ICT: rows, columns and cells, passive forms, explaining how to use a database. |
| <b>Success criteria</b>          | summarise the key steps needed for learners to successfully meet a learning intention by specifying the main things to do, include or focus on  |
| <b>Summative assessment</b>      | 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   |
| <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  |

| Word or phrase                      | What it means  |
|-------------------------------------|--|
| <b>Text level</b>                   | the discourse features of a text. For example, an instruction text includes the following features: statement about what is to be made, a list of items needed, steps written in chronological order, use of visuals or diagrams.  |
| <b>Translanguaging</b>              | moving between the target language and L1. In some bilingual teaching contexts, translanguaging is used to contrast and compare different language phenomena, or as a means to address immediate needs such as overcoming short-term problems in teaching and learning. Use of L1 helps learners focus on similarities and differences between the L1 and the target language. |
| <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  |
| <b>Validity</b>                     | how well a test measures what it is supposed to measure  |
| <b>Word bank</b>                    | a list of key words required for learning subject concepts. It can be used to pre-teach, to support input and to help learners remember key subject vocabulary.  |
| <b>Word level</b>                   | language features of a text  |
| <b>Zone of Proximal Development</b> | 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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