



CAMBRIDGE

Taking Ownership of Your Professional Development

A Professional Development Expedition

Nivedita (Nivi) Bose

8-9 December 2025

Housekeeping

Health and safety

Fire safety

Washrooms



Transforming professional learning for teachers, leaders and their schools.

Welcome



This is me

How about you?

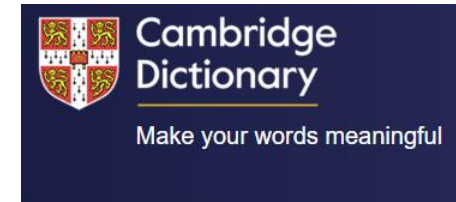
Nivedita Bose

Senior Education Manager,
Professional Development
Qualifications

Taking ownership of your professional development: Embarking on a professional learning expedition!



- A teaching career is a journey, an expedition



- an organised journey for a particular purpose
- What do you need to go on a teacher professional development expedition?

Taking ownership of your professional development:
Embarking on a professional learning expedition!

Knowledge

Skills

Tools

Agenda

Taking ownership of your professional development:
Embarking on a professional learning expedition!

Knowledge

- How to identify your areas for improvement
- How to prioritise your areas for improvement



Skills

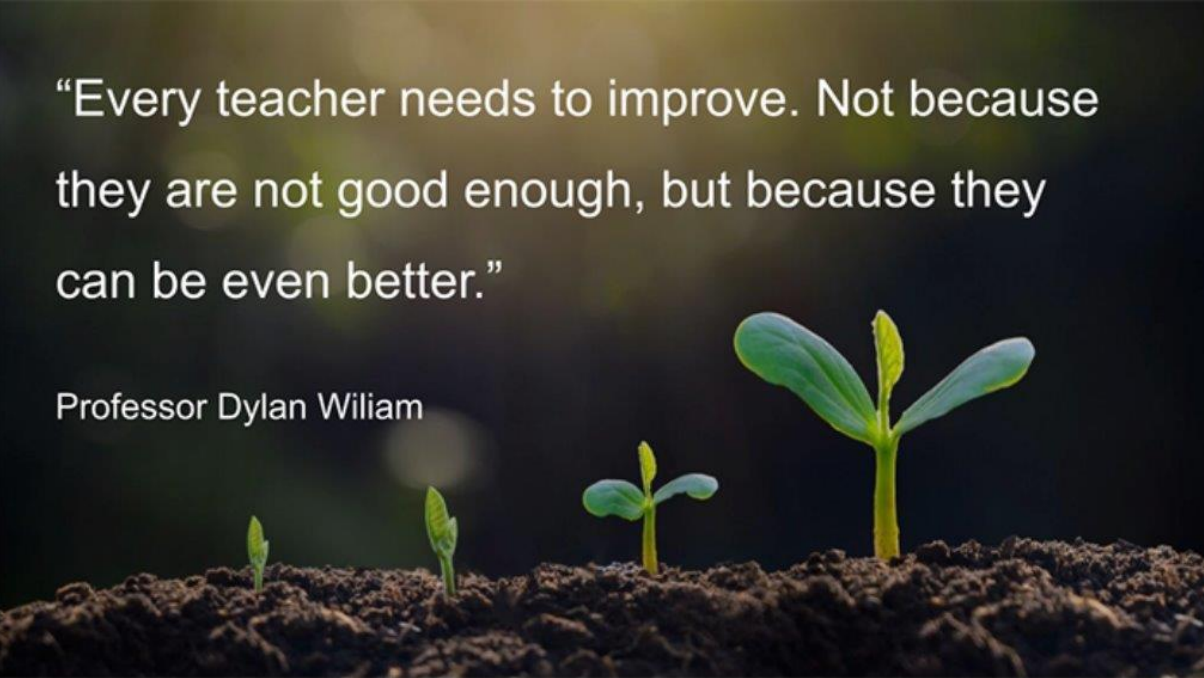
- How to learn effectively
- How to measure success



Tools

- Observation and mentoring

Benefits of PD



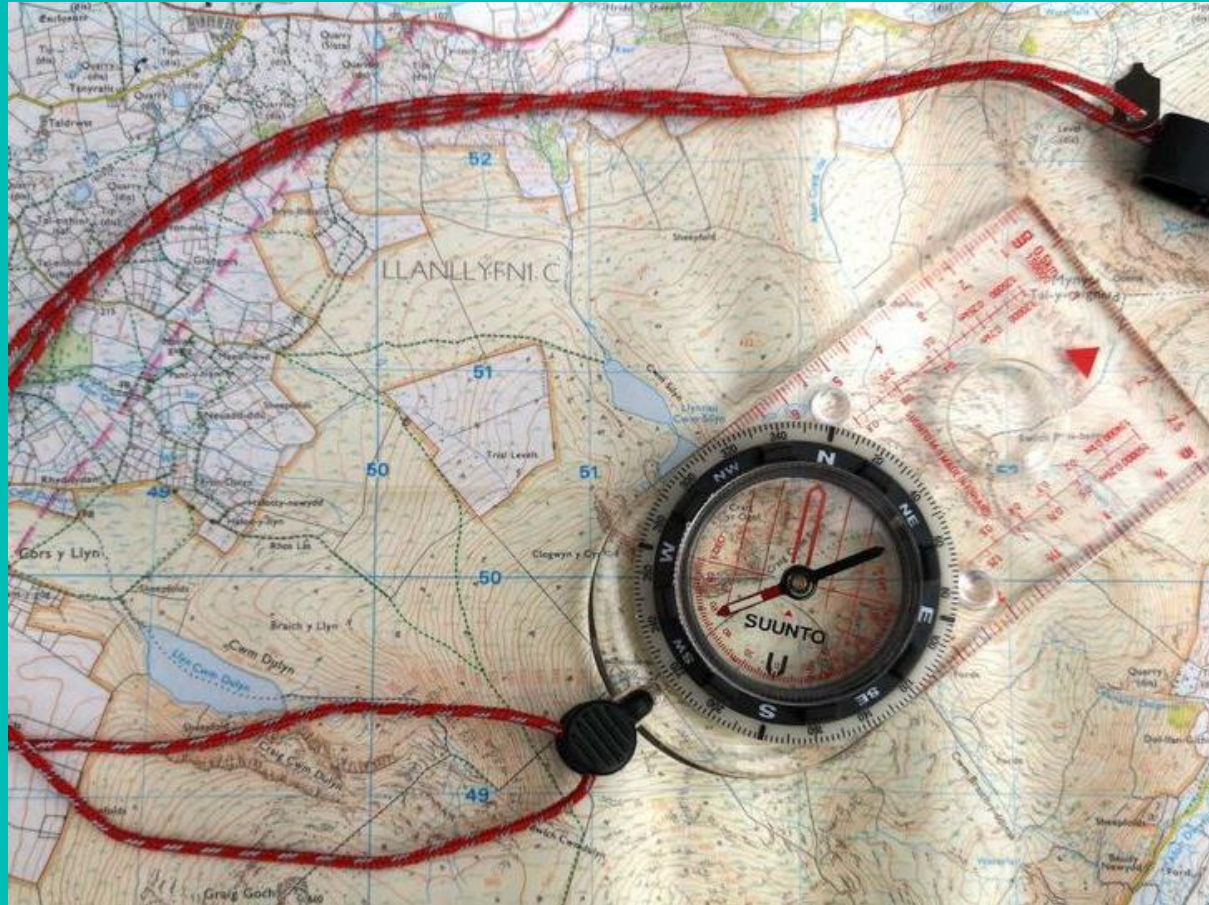
“Every teacher needs to improve. Not because they are not good enough, but because they can be even better.”

Professor Dylan Wiliam

- Improving content knowledge
- Improving pedagogical knowledge
- Ongoing process

How to identify and prioritise areas for improvement?

Identify your starting point and plan your route



How do you know where you are?

Step 1 - Standards

Step 2 - Reflect

Step 3 - Gather information



How do you know where you are?



Step 1 - Standards

Cambridge Teacher Standards



Cambridge is committed to supporting the continuing improvement of the quality of educational outcomes for all learners following Cambridge programmes in schools around the world.

We recognise that classroom teaching has the largest impact on the quality of educational outcomes. What teachers know and do makes the difference in improving student learning outcomes – their knowledge, pedagogical practices and relationships with students.

In support of this, we have developed the Cambridge Teacher Standards to define key characteristics and practices of effective teachers.

Contents

Purposes and audiences for the Cambridge Teacher Standards	2
The Cambridge Teacher Standards in context	3
The structure and organisation of the Cambridge Teacher Standards	3
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3. Teaching skills and practices	5
4. Innovation and improvement in teaching and learning	5
5. Community engagement	6



Department
for Education

Teachers’ Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
 - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others

TEACHING SKILLS ROADMAP

Skill 1: Planning

Adapting Medium and Long terms plans	
Level 1	The teacher has a plan for how long to spend on each unit. This allows them to feel confident that the syllabus will be covered in the school year.
Level 2	The teacher also feels confident adapting the medium-term or long -term plans if needed. They are clear which learning intentions need to be prioritised because they are essential for future learning.
Level 3	The teacher also uses their understanding of their specific learners’ needs and interests to differentiate medium or long-term planning.
Planning a sequence of lessons	
Level 1	<p>The teacher has planned learning intentions, success criteria and activities for each lesson.</p> <p>The teacher has planned different explanations to help learners understand the core concepts. These could include giving relevant examples or creating a hypothetical situation related to the topic.</p>
Level 2	<p>The teacher has also created opportunities for learners to apply the other skills in this roadmap. This includes opportunities for learners to:</p> <ul style="list-style-type: none"> access the language needed to succeed in the lesson link the learning intentions to previous and future learning apply what they have learned throughout the lesson interact with the teacher and other learners answer questions at different levels of challenge demonstrate learning and receive actionable feedback review what they are learning through summaries and plenaries
Level 3	<p>The teacher also uses their understanding of their specific learners’ needs to:</p> <ul style="list-style-type: none"> Create opportunities to discuss why the learning is meaningful to learners’ lives Consider a variety of learning strategies to solve problems <p>They also ensure that tasks include scaffolding to support the progress of learners working at different levels.</p>

How do you know where you are?

Step 1 - Standards



Teachers' Standards

PREAMBLE
Teachers make the education of their pupils their first concern with honesty and integrity, have strong subject knowledge, professional relationships, and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge

- establish a safe and stimulating environment for pupils to learn
- set goals that stretch and challenge pupils and their own
- demonstrate consistency in the way which are expected of pupils

2. Promote good progress and achievement

- be accountable for pupils' attainment
- be aware of pupils' capabilities and needs
- guide pupils to reflect on the emerging needs
- demonstrate knowledge and understanding of how this impacts on teaching
- encourage pupils to take responsibility for their own work and study

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of areas, foster and maintain pupils' understanding
- demonstrate a critical understanding of curriculum areas, and promote an understanding of the standards of standard English, whatever the subject
- if teaching early reading, demonstrate a systematic synthetic phonics approach
- if teaching early mathematics, demonstrate appropriate teaching strategies

4. Plan and teach well-structured lessons

- impart knowledge and develop skills of lesson time
- promote a love of learning and a positive attitude to learning
- set homework and plan and extend the knowledge and understanding of the subject
- reflect systematically on the effectiveness of their teaching
- contribute to the design and delivery of the curriculum

5. Adapt teaching to respond to the individual needs of all pupils

- We recognise that all pupils have different needs and abilities, and we adapt our teaching to meet these needs
- We recognise that all pupils have different needs and abilities, and we adapt our teaching to meet these needs

Can



Cambridge School
improves all learning around it

We recognise that all pupils have different needs and abilities, and we adapt our teaching to meet these needs

Cambridge Teacher Standards continued

3 Teaching skills and practices

Area for improvement (pink dot), mostly good practice, could improve (yellow dot), Good practice (green dot)

Teachers:

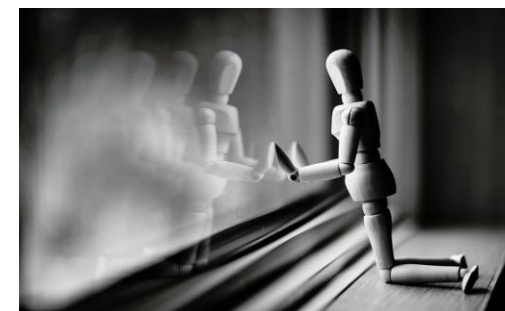
- Standard 1** demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Standard 2** demonstrate secure content knowledge and pedagogy to plan coherent, authentic and engaging learning programmes and lessons
- Standard 3** have a deep understanding of the diverse needs of students and adapt their practice accordingly
- Standard 4** orientate their students and ensure they are ready to learn
- Standard 5** use effective teaching strategies to motivate, challenge and extend student learning ? Maybe green?
- Standard 6** use a range of assessment strategies to inform next steps in the teaching and learning process and to provide timely, accurate and constructive feedback
- Standard 7** use summative assessment to understand student progress and attainment
- Standard 8** manage time effectively and ensure the classroom is free from disruption.

Step 2 - Reflect

4 Innovation and improvement in teaching and learning

Teachers:

- Standard 1** engage in reflective practice to improve the teaching and learning process
- Standard 2** use a variety of teaching and learning strategies that encourage the development of students' problem-solving, metacognitive, critical and creative thinking skills
- Standard 3** demonstrate effective use of digital technologies to extend learning to enhance student knowledge, skills and conceptual understanding
- Standard 4** share key information on progress, attainment and areas for development with colleagues, and collaboratively work towards improving student learning
- Standard 5** critically engage with research and evidence in learning and teaching, and apply new ideas and approaches to improve the quality of their practice.



The "RAG Rating" Sprint (Assessment)

3 Teaching skills and practices

Teachers:

- Standard 1** demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Standard 2** demonstrate secure content knowledge and pedagogy to plan coherent, authentic and engaging learning programmes and lessons
- Standard 3** have a deep understanding of the diverse needs of students and adapt their practice accordingly
- Standard 4** orientate their students and ensure they are ready to learn
- Standard 5** use effective teaching strategies to motivate, challenge and extend student learning
- Standard 6** use a range of assessment strategies to inform next steps in the teaching and learning process and to provide timely, accurate and constructive feedback
- Standard 7** use summative assessment to understand student progress and attainment
- Standard 8** manage time effectively and ensure the classroom is free from disruption.

Step 1 (Solo - 2 mins): Read the 8 bullet points and colour-code yourselves mentally (or on paper) right now:

- **Red**: Area for improvement.
- **Amber**: Good practice, could improve.
- **Green**: Established good practice/Expert

Step 2 (Pair - 3 mins): Turn to a partner. Share one "**Green**" (to build confidence) and one "**Red/Amber**."

Step 3 Discuss what you could do to share your '**Green**' effective practice and develop your '**Red/Amber**' area.

How do you know where you are? Gather information

Step 1 - Standards

Step 2 - Reflect

Step 3 - Gather information

Observe



Data



Feedback



What do you do first?

- You do some things well right now. What are they?
- Keep doing the things you do well and look to become even better in these areas – become an expert!
- Consider how you can share these areas of expertise with others

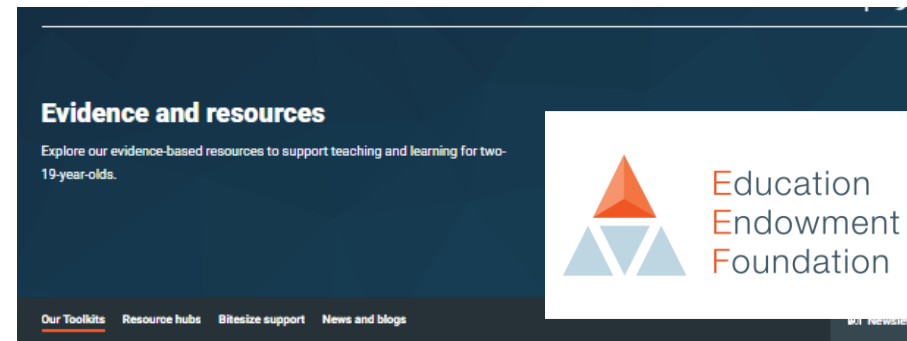
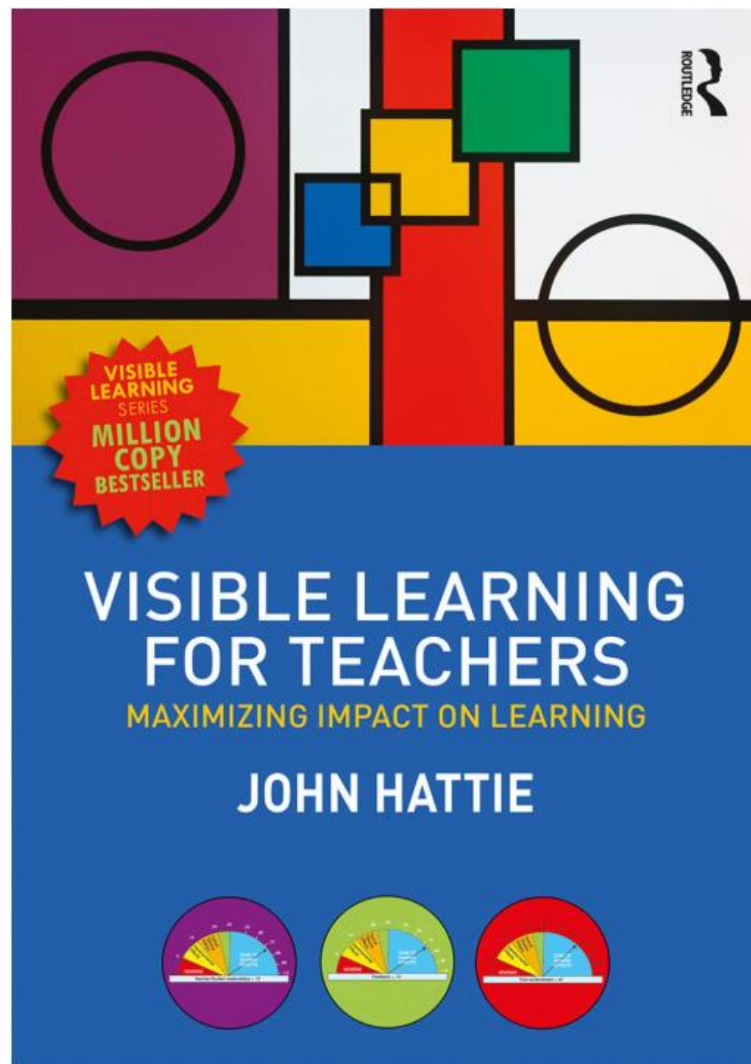
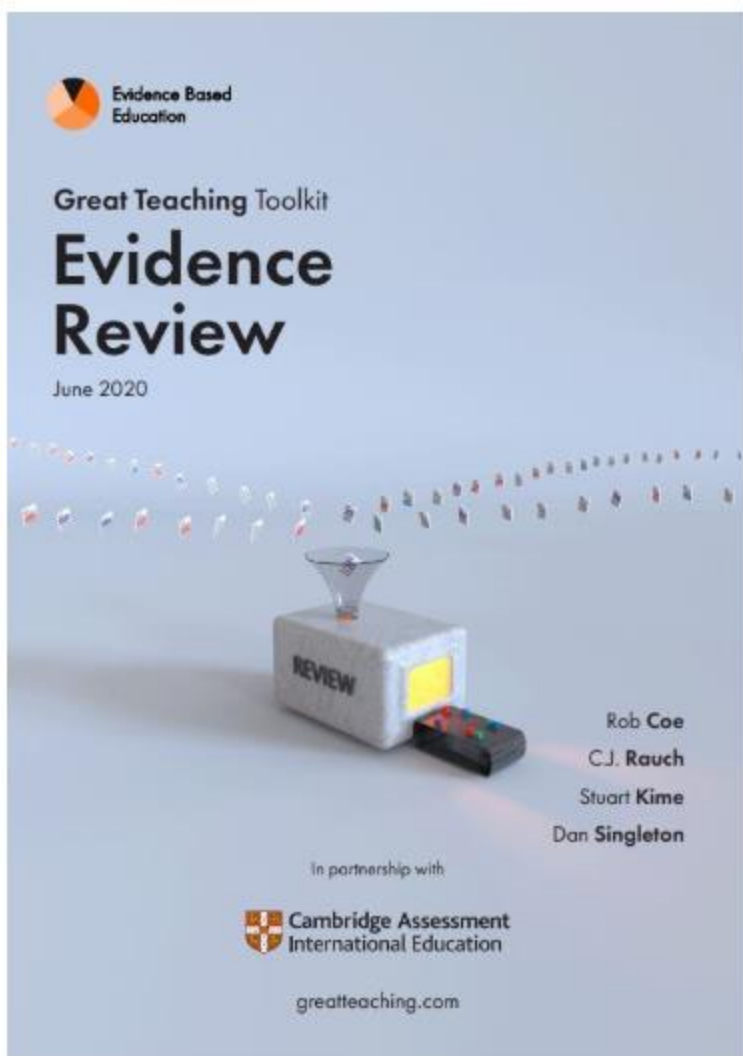


What should you prioritise?

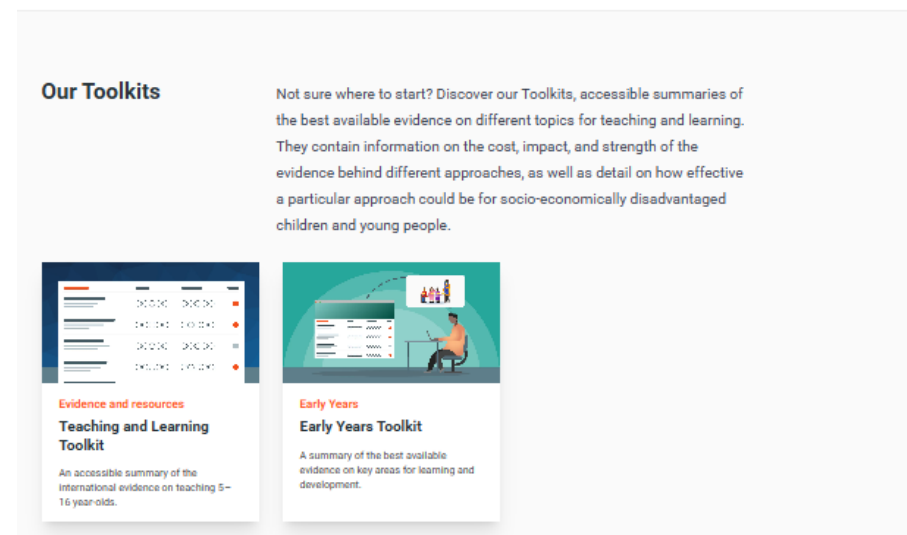
- Evidence
- School direction



Where to find evidence



Our resources are designed to give you practical guidance and support on key areas for teaching and learning. Backed by the best available evidence, they cover a wider variety of topics to help you make meaningful improvements in the classroom.



Getting Started...





Action Plan for Teachers

To be used with our [Teacher Standards](#) and our [Teaching with Cambridge resources](#)

Name:

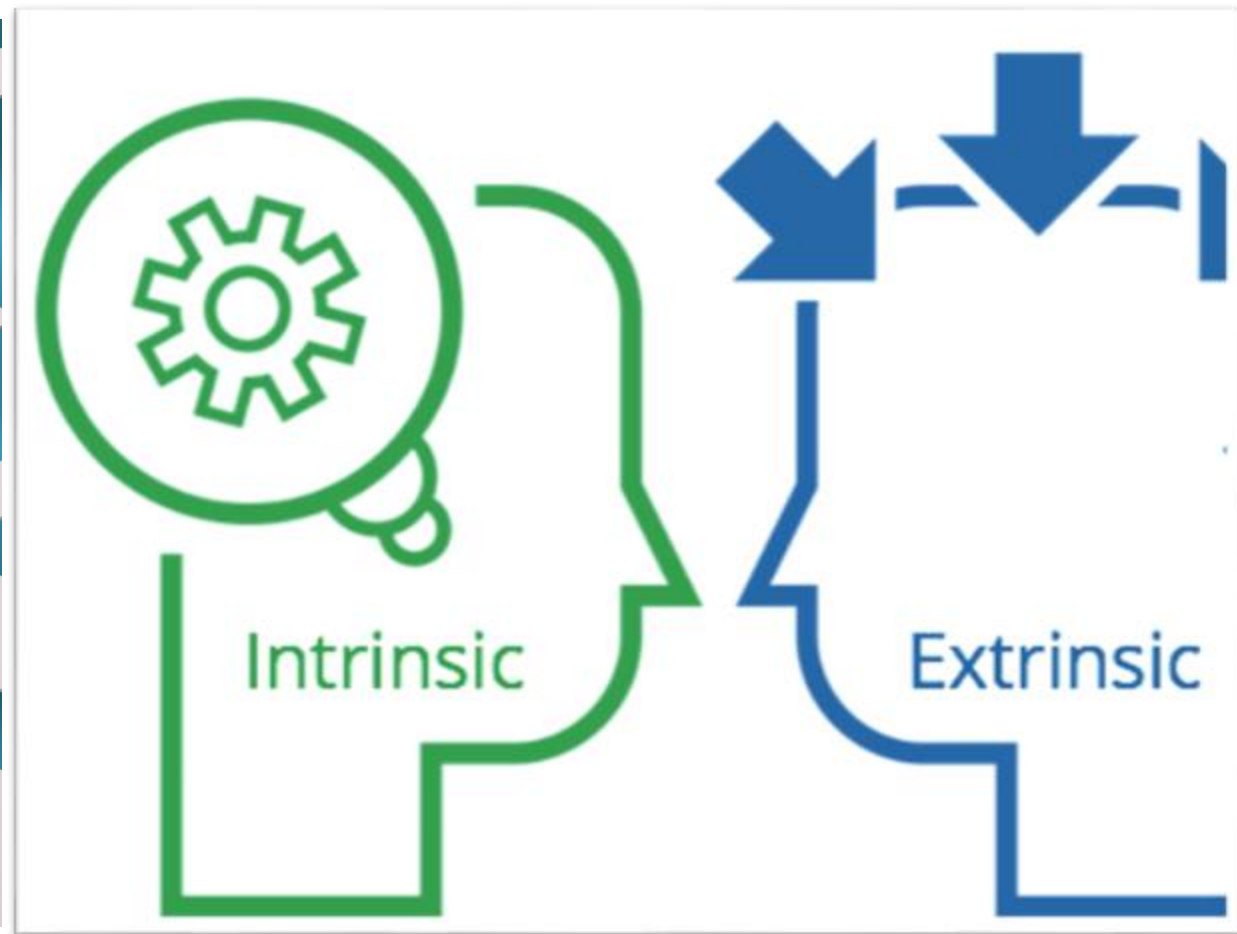
Subject:

Date:

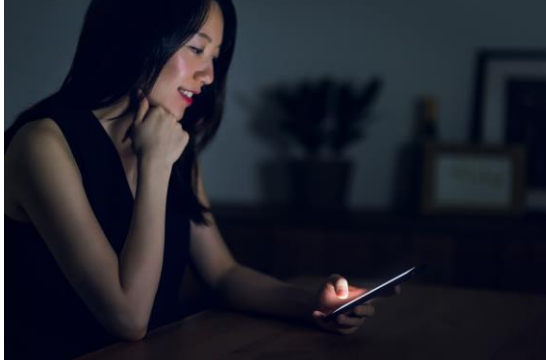
What do I want to improve?	What actions/strategies will help me improve in this area?	What happened? Why? What next?
		
Why do I want to improve this skill?		
		
What will success look like? By when?		

How to learn effectively?

Motivation



The learning environment



Reason for learning

- Education Endowment Foundation



Build knowledge



Develop new skills



Embed practice



Motivation

What does learning look like?

Cambridge Assessment International Education

Active learning

We use 'active learning' to describe a classroom approach which acknowledges that learners are active in the learning process by building knowledge and understanding in response to learning opportunities provided by their teacher. This contrasts with a model of instruction whereby knowledge is imparted or transmitted from the teacher to students. For Cambridge, active learning means that learners take increasing responsibility for their learning, and that teachers are active in the learning process.

What other terms are associated with active learning?

- **Student-centred** – a learner-centred approach where the learner is at the centre of the learning process.
- **Empowering** – giving learners the opportunity to take control of their own learning.
- **Engaging** – making learning fun and interesting.
- **Experiential** – learning through direct experience.
- **Formative** – learning that is used to improve learning.
- **Summative** – learning that is used to assess learning.

What is the theory behind active learning?

Active learning is based on a number of theories, including:

- **Constructivism** – the idea that learners build their own knowledge and understanding through their experiences.
- **Social learning theory** – the idea that learners learn through interacting with others.
- **Multiple intelligences** – the idea that learners have different types of intelligence.
- **Learning styles** – the idea that learners have different ways of learning.

By following well-designed approaches to active learning, teachers can ensure that their learners are active in the learning process, and that they are taking responsibility for their own learning.

What other terms are associated with active learning?

- **Formative assessment** – assessment that is used to improve learning.
- **Summative assessment** – assessment that is used to assess learning.

What is the theory behind active learning?

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- **Learning styles** – the idea that learners have different ways of learning.

Cambridge Assessment International Education

Bilingual learners and bilingual education

At Cambridge Assessment International Education (Cambridge), we use the term 'bilingual' or 'bilinguality' to refer to individuals or groups who routinely use two or more languages for communication in varying contexts. However, there are many definitions and understandings of the term 'bilingual'. For example, a range of competence in two languages.

What is a bilingual learner and what is bilingual education?

A bilingual learner is someone who is fluent in two or more languages. Bilingual education is a type of education that aims to develop a learner's proficiency in two or more languages. This can be done through a variety of methods, including:

- **Immersion** – learners are taught in the second language.
- **Two-way bilingual** – learners are taught in both their first and second languages.
- **One-way bilingual** – learners are taught in the second language, but their first language is also used.
- **Translanguaging** – learners are encouraged to use all of their languages to learn.

What are the benefits of bilingual education?

Bilingual education can offer many benefits to learners, including:

- **Improved academic achievement** – learners who are bilingual often perform better in school.
- **Improved social skills** – learners who are bilingual often have better relationships with others.
- **Improved cognitive skills** – learners who are bilingual often have better problem-solving skills.
- **Improved cultural understanding** – learners who are bilingual often have a better understanding of different cultures.

Cambridge Assessment International Education

Assessment for learning

Cambridge Assessment International Education (Cambridge) considers 'assessment for learning' as an approach, integrated into teaching and learning, which ensures feedback for the learner is provided in a timely manner. This approach is based on the idea that assessment should be used to improve learning, rather than to judge learning. This approach is based on the idea that assessment should be used to improve learning, rather than to judge learning.

What are the benefits of assessment for learning?

Assessment for learning can offer many benefits to learners, including:

- **Improved learning outcomes** – learners who receive feedback are more likely to improve their learning.
- **Improved motivation** – learners who receive feedback are more likely to be motivated to learn.
- **Improved self-awareness** – learners who receive feedback are more likely to be aware of their own learning.
- **Improved communication skills** – learners who receive feedback are more likely to be able to communicate their learning.

Cambridge Assessment International Education

Metacognition

Metacognition describes the processes involved when learners plan, monitor, evaluate, and make changes to their own learning behaviours.

What does metacognition mean?

Metacognition is the knowledge and understanding of one's own thought processes. It is the ability to think about one's own thinking. Metacognition is a key skill for learners, as it allows them to reflect on their own learning and to make changes to their learning behaviours.

What are the benefits of metacognition?

Metacognition can offer many benefits to learners, including:

- **Improved learning outcomes** – learners who are metacognitive are more likely to improve their learning.
- **Improved motivation** – learners who are metacognitive are more likely to be motivated to learn.
- **Improved self-awareness** – learners who are metacognitive are more likely to be aware of their own learning.
- **Improved communication skills** – learners who are metacognitive are more likely to be able to communicate their learning.

Cambridge Assessment International Education

Implementing the Curriculum with Cambridge

A guide for school leaders

Developing your school with Cambridge

A guide for school leaders

Developing the Cambridge learner attributes

A guide for school leaders



The image shows a desk with a laptop, several pens in a holder, and a small sign that says 'Oracy' and 'Metacognitive Knowledge'. The sign also features a cartoon character and some text about metacognition.



The image shows a group of children sitting around a table, looking at a book together. They appear to be engaged in a learning activity.

Getting started with Assessment for Learning



The image shows a group of children sitting around a table, looking at a book together. They appear to be engaged in a learning activity.

Getting started with Active Learning



The image shows a green background with a white speech bubble that says 'Getting started with Oracy'.

Getting started with Oracy



The image shows a child holding a green apple, with a background of question marks.

Getting started with Effective Questioning

Cambridge International Education
Teaching and Learning Division

Cambridge Schools Conference, December 2025
Future-ready: preparing learners to thrive

Leading, learning and teaching with Cambridge



[Home](#) > [Support and training for schools](#) > Leading, learning and teaching with Cambridge

Leading, learning and teaching with Cambridge

Below you will find guidance and resources to support leadership, learning, and teaching at your school. Each theme offers resources in various formats – articles, videos, and podcasts – to suit your chosen approach.



Active learning

Active learning is when learners participate in the learning process by building knowledge and understanding.

[Read more](#)



Assessment for learning

Assessment for learning is an approach which creates feedback for students and teachers to improve learning and guide their next steps.

[Read more](#)



Behaviour for learning

Behaviour for learning involves understanding and developing young people's behaviour that focuses on their relationship with their self, with others and with the curriculum.

[Read more](#)



Curriculum

Guidance for schools and school leaders, including curriculum design and developing the Cambridge learner attributes.



Inclusive education

Inclusive education is when a school educates learners from differing backgrounds or various abilities that not



Learner wellbeing

Learner wellbeing is a complex psychological state that can considers how learners feel and function in the context of

Record Learning



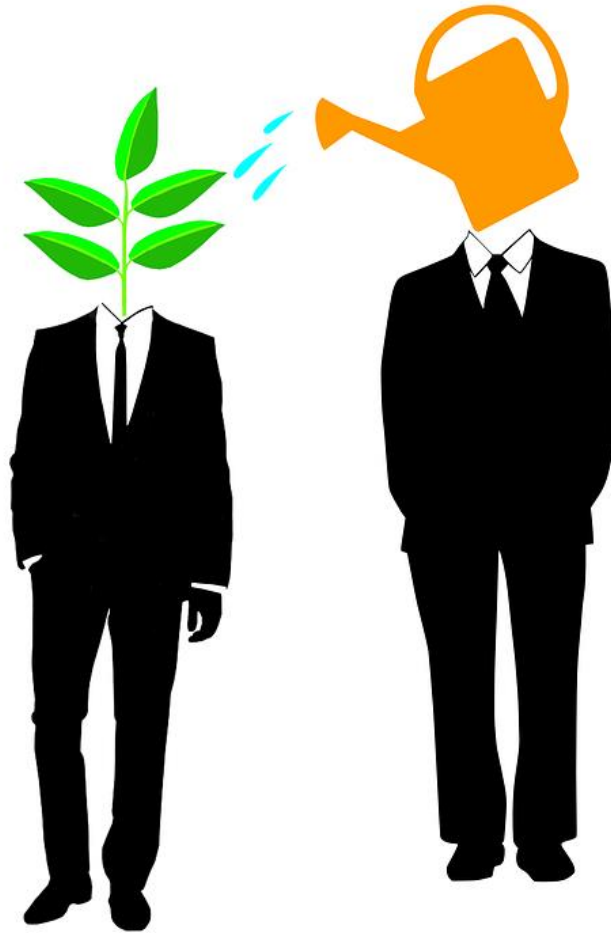
Observation and Mentoring

What is mentoring?

“An informal and supportive relationship through which a more experienced member of staff undertakes to help another member of staff to learn his or her job and understand its context within the organisation for which he or she works.”

Institute for Leadership & Management
Executive Coaching Course Materials (2019)

Why is mentoring important?



Why should schools use mentoring?

- develop new or beginner teachers
- support people who are new to a role or changing roles
- strengthen specific areas or aspects of work
- cultivate and nurture talent and potential
- improve individual knowledge, skills and behaviours
- improve performance
- support people through a challenging period



The mentoring relationship



The mentor-mentee relationship

In the PDQ *Guide for Mentors*, Cambridge suggest the mentoring relationship might look a little like this:

Stage One – The mentee is more dependent

- Discuss mutual goals
- Build trust and confidence
- Model and assist
- Acknowledge and appraise
- Explain and share

Stage Two – The mentee grows increasingly independent

- Observe
- Give and receive feedback
- Challenge and question
- Offer options
- Promote reflection

Stage Three – The mentee and mentor are interdependent

- Two way dialogue
- Plan collaboratively
- Decision making and problem solving
- Reflective practice



Observations



What are the benefits of observations?

- Help you discover a new way of doing something;
- Provide another opinion when you are trying out something new;
- Unpick why something is not working;
- Give you time to reflect properly and with focus;
- Reaffirm your skills as a teacher and boost your confidence.




The Observation Cycle

1. **Before** – when the observer and person being observed agree on a focus;
2. **During** – when the observer writes down any information relevant to the focus;
3. **After** – when the observer and the person being observed meet to discuss the observed lesson.



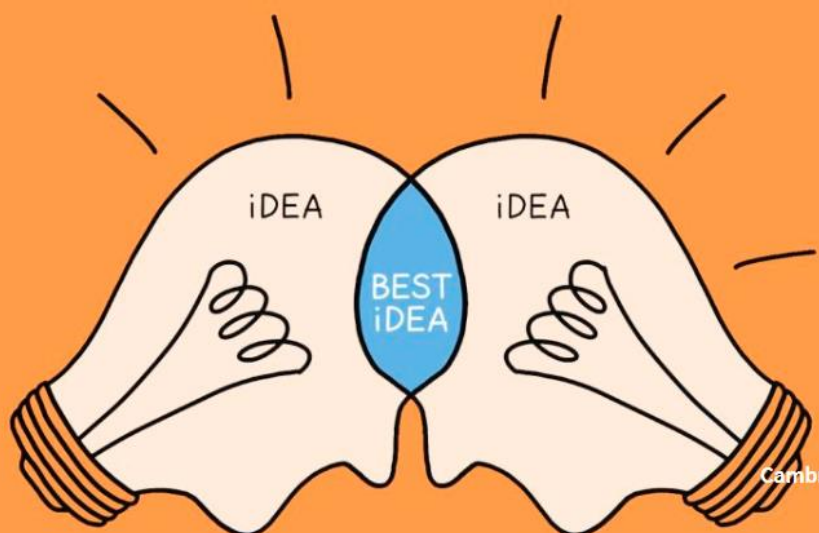
PDQ Observation Blueprint

Activity	Teaching	Learning
Pre-observation – both mentor and teacher	Focus of observation: New techniques/ strategies to improve	
During observation - mentor	How effectively the techniques/ strategies were used	How learners responded to the agreed focus: what did they learn, how did they learn
Post-observation – both mentor and teacher	What went well	What did the learners learn well
Post-observation – both mentor and teacher	Even better if – what can be done differently in future	How could learners learn better

 Cambridge Assessment
International Education

[Back to top](#) [What is peer observation?](#) [Benefits](#) [Research](#) [Misconceptions](#) [In practice](#) [Checklist](#) [Next steps](#) [Glossary](#)

Getting started with Peer Observation



Cambridge Assessment International Education
Teaching and Learning Team

<https://www.cambridge-community.org.uk/professional-development/gswpo/index.html>

Getting Started...



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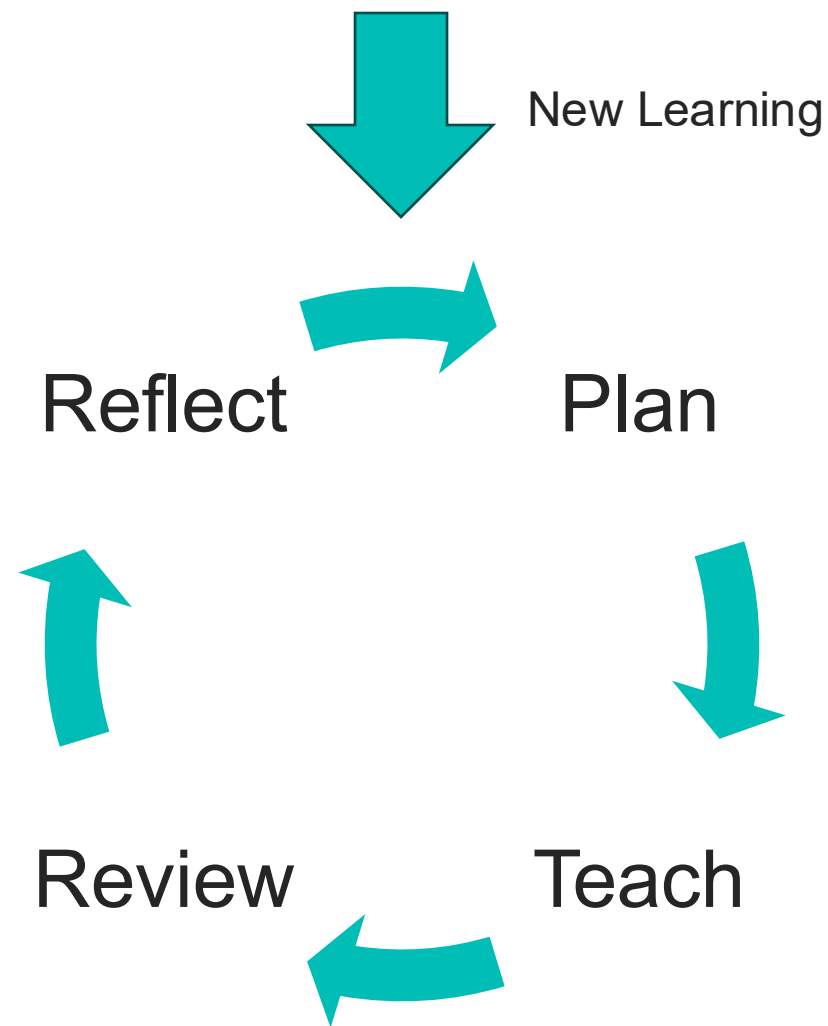
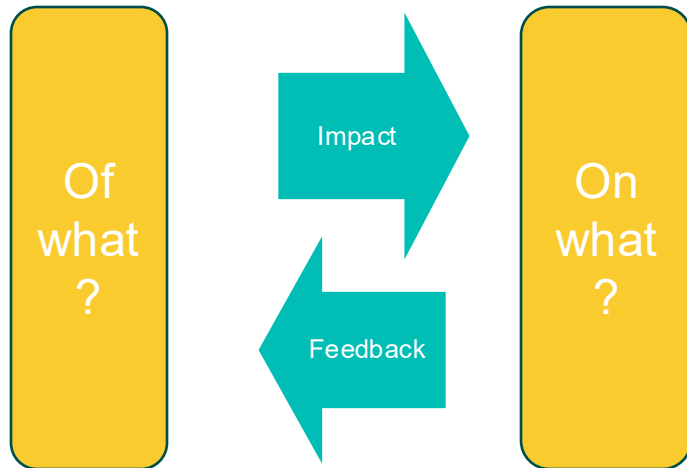
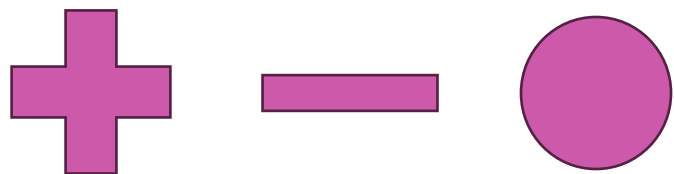
Subject:

Date:

What do I want to improve?	What actions/strategies will help me improve in this area?	What happened? Why? What next?
<div>✓</div>	<div>✓</div>	
Why do I want to improve this skill?		
<div>✓</div>		
What will success look like? By when?		

How to measure success?

Basics – what is impact?



Benefits



For Teachers



For Learners



For Schools

Misconceptions

- We need numbers to measure things
- Cause and effect are related
- Teachers don't have time to evaluate impact
- We should be able to see immediate effects
- The same approach will work for all classes

Getting Started...



Action Plan for Teachers

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Name:

Subject:

Date:

What do I want to improve?	What actions/strategies will help me improve in this area?	What happened? Why? What next?
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Why do I want to improve this skill?		
<div>✓</div>		
What will success look like? By when?		
<div>✓</div>		

Checklist for evaluating impact

- What do you want to investigate and why?
- How does this fit into the bigger picture?
- What can you read to support your enquiry?
- What is the impact of and on?
- How will you collect data?
- How will you analyse data?
- How will you know whether or not you were successful?



Getting Started...








Action Plan for Teachers

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Name:

Subject:

Date:

What do I want to improve?	What actions/strategies will help me improve in this area?	What happened? Why? What next?
		
Why do I want to improve this skill?		
		
What will success look like? By when?		
		

Ready for the future?

Here are some resources to help you get started on:

- Active learning
- Language awareness
- Behaviour for learning
- Metacognition
- Inclusive education
- Learner wellbeing
- AI in classroom
- Climate change education

And many more...

<https://cambridge.foleon.com/cambridge-international-education/future-ready-learners/teaching-and-learning-resources>



Cambridge Schools Conference, December 2025
Future-ready: preparing learners to thrive

Any questions?

Cambridge Schools Conference, December 2025
Future-ready: preparing learners to thrive

Thank you!

Cambridge Schools Conference, December 2025
Future-ready: preparing learners to thrive



Get in touch!

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Future-ready: preparing learners to thrive

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