

Cambridge International Certificate for Teachers in Bilingual Education

For Examination in 2014

Cambridge
**Professional
Development**



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Cambridge International Certificate
for Teachers in Bilingual Education
Syllabus code 8949
For examination in 2014

Redevelopment of Cambridge Professional Development Qualifications

We are developing new Professional Development Qualifications at Certificate and Diploma level for first assessment in January 2015. The new syllabuses will be available in the following areas:

- Teaching and Learning (replacing Teachers and Trainers)
- Teaching Bilingual Learners (replacing Teachers in Bilingual Education)
- Teaching with Digital Technologies (replacing Teaching with ICT)
- Educational Leadership

We are also developing a new Programme Leader course and resources to support the development and delivery of the new syllabuses. Centres and Programme Leaders will need to be re-accredited to be eligible to offer the new qualifications.

Information on the application process, new Programme Leader course and the new syllabuses can be found on the [Cambridge website](#).

Withdrawal of the Cambridge International Certificate for Teachers in Bilingual Education

Cambridge is therefore withdrawing the Cambridge International Certificate for Teachers in Bilingual Education (8949) and 2014 is the last year in which candidates can make entries for this qualification.

- **12 December 2014** is the last date for which candidate entries will be accepted for module 5249.
- **16 May 2015** is the last date for which candidate entries for re-sits will be accepted.

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1. Introduction

1.1 Why choose Cambridge?

Cambridge International Examinations is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

Cambridge qualifications are internationally recognised by schools, universities and employers. Learn more at www.cie.org.uk/recognition.

Support

Cambridge provides a world-class support service for teachers and examinations officers. Cambridge offers Centres a wide range of teacher materials, plus teacher training (online and face-to-face) and candidate support materials. Examinations officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at www.cie.org.uk.

Excellence in education

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help candidates become independent learners and equip them for life.

Not-for-profit, part of the University of Cambridge

Cambridge International Examinations is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. Cambridge invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

1. Introduction

1.2 Why choose Cambridge Professional Development Qualifications?

The Certificate for Teachers in Bilingual Education is one of a suite of Professional Development Qualifications we provide to support continuing professional development.

Our professional development qualifications are focused on practice and integrate performance standards, evidence-based assessment and active professional learning. They conform fully to the principles set out in The Cambridge Approach. These principles guide the design and operation of tests and examinations offered by Cambridge Assessment.

Through our network of Centres around the world, candidates can access programmes for the qualifications locally. We ensure that the design and management of the programme is of consistent quality, wherever it may be. The Programme Leader and team in the Centre ensure that the programme is as relevant as possible to local and individual needs. To enhance accessibility, we offer some of the qualifications in a growing number of languages in addition to English, e.g. Spanish and Arabic.

We are committed to providing support to Centres, programmes and candidates. We work closely with our Centres, from programme design to the certification of candidates with the professional development qualification of their choice.

Our support includes:

- comprehensive online training for the Programme Leaders in each Centre
- detailed documentation to help design fit-for-purpose programmes, appropriate to needs and contexts
- learning resources for candidates in the Guide for the qualification
- examiner feedback to highlight achievement and points of development for the future.

The suite of qualifications will expand as we continue to investigate and develop fields of professional practice and development in the world of education and training.

For the latest information:

www.cie.org.uk/qualifications/teacher

1. Introduction

1.3 What is bilingual education?

In this syllabus for the Cambridge International Certificate for Teachers in Bilingual Education, 'bilingual education' is used as an umbrella term. We use it in a very broad sense, to describe situations in which learners are studying one or more curricular subjects through a non-native, additional language. For the purposes of this certificate the aim of teaching in bilingual education is to promote the learning of both a curricular subject and an additional language at the same time.

The concept of bilingual education may be familiar to teachers in different contexts under another name. Other related terms which are often heard and used include 'CLIL – Content Language Integrated Learning', 'Content-based instruction', 'English across the curriculum' and 'Dual-language education'.

1.4 Why choose the Cambridge International Certificate for Teachers in Bilingual Education?

The Certificate is a practice-based qualification for the continuing professional development of practising teachers who are working, or preparing to work, on a bilingual education programme.

In bilingual education programmes, learners study some or all subjects through the medium of an additional language. The Certificate is designed for teachers who have little or no previous experience of teaching through an additional language and who need to develop knowledge, understanding and skills in this area. During their Certificate programme all candidates must have the opportunity to teach in a bilingual education context.

The Certificate is intended for teachers in a range of educational establishments. We have designed the Certificate to be flexible, so that candidates from a variety of teaching backgrounds have equal opportunity to demonstrate their skills, knowledge and understanding. These can range across:

- teaching subject – from general academic to technical vocational programmes
- phase – from primary to higher education
- age of learners – from children to adults
- language – native- or non-native- speaker of the additional language.

The qualification is suitable for teachers teaching a national curriculum or local or regional variation. Candidates can also be teaching on an international programme such as our Cambridge Primary Programme, IGCSE or International A level or the International Baccalaureate.

At present the Certificate for Teachers in Bilingual Education is only available in English and assignments must be completed in English.

1. Introduction

1.5 How can I find out more?

If you are an institution which is already a Cambridge Centre or would like to become a Cambridge Centre, you can express interest in applying for Centre eligibility for this qualification by contacting CIE at **info@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

To find your nearest Cambridge Centre email us at **info@cie.org.uk**.

2. Syllabus overview

2.1 Aims of the syllabus

The Certificate for Teachers in Bilingual Education is designed to enable candidates to:

- demonstrate knowledge, understanding and skills for teaching and learning in a bilingual education context
- become more confident and effective in teaching in a bilingual education context
- engage with and try new ideas and approaches relevant within the bilingual education context
- develop as reflective practitioners enriched by working collaboratively with other professionals.

2.2 Content overview

The Certificate covers seven performance criteria that correspond to key aspects of professional development for teaching on bilingual education programmes. All performance criteria are set within the context of teaching a subject through a language that is additional to the learners' first language.

Performance Criteria

1	Prepare for teaching in a bilingual context
2	Select resources to support learning
3	Adapt and sequence resources, teaching and learning activities
4	Support and stimulate learners' understanding
5	Support learners' active participation and production
6	Support learners' progress
7	Evaluate teaching and learning in a bilingual context

2. Syllabus overview

2.3 Assessment overview

Assessment	Candidates complete one assignment of approximately 3,000 words that covers all seven performance criteria. Candidates should start working on their assignment when they have identified professional development goals which have arisen after they have engaged with the training programme.
Format	Candidates use the Cambridge assignment template to respond to tasks set and to present relevant evidence. Centres submit assignments to Cambridge for external assessment, after ensuring that each assignment conforms to CIE requirements. The assignment comprises three Units of a number of practical tasks, based on day-to-day professional work.
Results	Cambridge will award Pass and Distinction grades for successful performance according to the assessment criteria set out in section 4.3. As well as the overall grade, Centres will receive feedback on the performance of each candidate from Cambridge.

2.4 Programme

Programme	The Certificate programme is delivered by Centres (schools or training organisations) which design and manage programmes to meet the professional development needs of their teachers/trainers. Centres nominate a Programme Leader to plan and deliver the Certificate. Programme Leaders complete an online training course at the end of which they submit their Certificate Programme Plan for review by Cambridge.
Preparation	<p>It is anticipated that as much preparation time as possible is integrated within professional activity. Including such activity, the Certificate is designed to take between 90–120 hours for preparation and completion of the assignment.</p> <p>Candidates should work at their own pace, appropriate to their needs and contexts. Although the time taken to complete the Certificate will vary from context to context, there must be sufficient time in the programme for balanced and well-integrated formal and informal professional development activity, individual reading, research, reflection, actual practice and the completion and presentation of the assignment.</p>
Centres	Cambridge grants eligibility to Centres to run Certificate programmes on the basis of quality criteria.

2. Syllabus overview

To offer the Certificate for Teachers in Bilingual Education an institution must be a registered Cambridge Centre with eligibility to offer Cambridge professional development qualifications.

Each Centre must have a Programme Leader with sufficient experience and expertise to design and manage the Certificate programme in cooperation with their colleagues in the Centre. The Programme Leader must successfully complete an online induction course provided by Cambridge before we can confirm the Centre's eligibility.

Centres receive the following support materials:

Syllabus	sets out the performance criteria and assessment guidelines
Planning booklet	provides guidance on how to design and manage a Certificate programme
Teacher guide	provides learning materials for use in programmes and for candidates' use and a resource list
Administrative manual	sets out the administrative procedures to be followed
Toolkit	contains assignment template, entry sheet and forms to be used in administration
Discussion forum	We are in the process of developing a discussion forum for Programme Leaders to discuss and share ideas

3. Performance Criteria

All performance criteria are set within bilingual education contexts where subjects are taught through a language that is additional to the learners' first language.

Performance criteria	Knowledge, understanding and skills
1 Prepare for teaching in a bilingual context	<ul style="list-style-type: none">(i) Identify the concepts, processes and skills learners need to learn the subject content.(ii) Identify the language requirements of the subject.(iii) Identify opportunities for developing cross-cultural understanding in the subject.(iv) Identify the thinking skills learners need to develop.(v) Formulate relevant learning session aims.
2 Select resources to support learning	<ul style="list-style-type: none">(i) Find and select appropriate resources, taking into account session aims and learners' needs.(ii) Identify and prepare for multimodal input using different text types, media and techniques.(iii) Assess the content, language, cultural and cognitive demands of resources.(iv) Understand how selecting resources supports learning.
3 Adapt and sequence resources, teaching and learning activities	<ul style="list-style-type: none">(i) Adapt resources for content, language, cultural and cognitive demands.(ii) Sequence activities appropriately for the learners and context.(iii) Understand how to choose and sequence activities.
4 Support and stimulate learners' understanding	<ul style="list-style-type: none">(i) Activate prior knowledge to support learners' understanding.(ii) Design teaching and learning activities to help learners understand subject content and language.(iii) Adapt classroom language to fit with learners' needs, including using different kinds of questions appropriately.(iv) Understand how teaching strategies support and stimulate learners' understanding.

3. Performance Criteria

5 Support learners' active participation and production	<ul style="list-style-type: none">(i) Use a range of activities and techniques to help learners to participate, think, speak and write in ways appropriate to the subject being taught.(ii) Manage the learning environment to encourage different interaction patterns including individual, pair, group and plenary work.(iii) Understand how teaching strategies support learners' active participation and production.
6 Support learners' progress	<ul style="list-style-type: none">(i) Check and evaluate learners' understanding and progress.(ii) Adapt teaching strategies to respond to learners' needs for support or challenge appropriately.(iii) Give feedback to learners on subject content and language.(iv) Support the use and development of learning strategies.(v) Understand how teaching strategies support learners' progress.
7 Evaluate teaching and learning in a bilingual context	<ul style="list-style-type: none">(i) Reflect on and evaluate feedback from learners.(ii) Reflect on and evaluate feedback from peer observation by other teachers.(iii) Reflect on and evaluate own teaching practice.(iv) Integrate feedback into planning for future teaching.

4. Assessment

4.1 Assignment guidelines

Note on terminology: in the following guidelines the candidate is addressed as 'you'.

Assessment is based on **one** assignment of approximately 3,000 words. The assignment is made up of an Introduction followed by three Units. Each Unit has a number of parts that require you to report and reflect upon your teaching and to submit additional evidence. For Unit 3 the evidence must include a learning session plan, observation of performance (using the Cambridge Observation Form), and a sample of learner feedback.

The Introduction to the assignment asks you to provide background information about your context. This is an opportunity to indicate significant aspects of your teaching context which have particular influence on your work and experience in the assignment. This section is not assessed or judged, and a curriculum vita is not required. For each task in Units 1 and 2 you are asked to summarise the context you have chosen for the task. Cambridge examiners find it helpful to have brief relevant information.

The assignment is designed to assess your ability to demonstrate the performance criteria. You are expected to provide evidence of a sample from the knowledge, understanding and skills covered by each performance criteria.

The assignment should be relevant to the tasks and reflect your professional practice. It should reflect the Certificate themes.

- Are you trying a teaching approach which is new to you?
- Are you reporting and reflecting upon learning as well as teaching?
- Have you engaged your learners in Active Learning or just didactic procedure?

Introduction	The purpose of this introduction is to give the examiners an understanding of the context in which you are working. This section is not assessed.
Task	<p>Give brief information about your context.</p> <ul style="list-style-type: none">• Your previous teaching experience and a profile of your current learners.• Your current role and experience in bilingual education.• Your institution and the place of bilingual education in it.• Why have you chosen to complete this Certificate?• What impact do you expect the Certificate to have on your professional practice?

4. Assessment

Unit 1 Motivating learners	In this Unit you refer to parts of various learning sessions in a bilingual education programme. The learning sessions must not be the same as those used in Units 2 or 3.
Task A	<p>Select part of a learning session when you have <u>supported and stimulated learners' understanding</u> (Performance Criterion 4).</p> <ul style="list-style-type: none"> Summarise the context you have chosen for this task e.g. the learners, environment and activities. Explain what you did and why you chose this approach. Explain how successful this approach was. Give examples of how you know you have supported and stimulated learners' understanding.
Task B	<p>Select part of a learning session when you have <u>supported learners' active participation and production</u> (Performance Criterion 5).</p> <ul style="list-style-type: none"> Summarise the context you have chosen for this task e.g. the learners and the environment. Explain what the learners did and why you chose this approach. Explain how successful this approach was. Explain how you could develop this approach for future use.
Task C	<p>Select part of a learning session when you have <u>supported learners' progress</u> (Performance Criteria 6).</p> <ul style="list-style-type: none"> Summarise the context you have chosen for this task e.g. the learners, environment and activities. Identify one of your learners. Explain what you did to support their progress in both language and content. Explain how successful your approach was. In your opinion how important and realistic is this approach in your teaching context?
Evidence	For each task candidates can choose to submit relevant evidence which may support their answers, e.g. resources, worksheets, photographs.
Performance criteria	1, 4, 5 and 6.

4. Assessment

Unit 2 Managing resources	In this Unit you select, adapt, use and evaluate resources relevant to your learning session. The learning session must not be the same as those used in Units 1 or 3.
Task	<ul style="list-style-type: none">• Summarise how you are going to use your resource(s).• Explain why you chose the resource(s).• Explain how and why you adapted the resource(s) to make it/them relevant to your learners' needs.• Evaluate the success of the resource(s) in terms of meeting your learners' needs in a bilingual context.
Evidence	Candidates can choose to submit a sample of relevant evidence which may support their answers.
Performance criteria	1, 2 and 3.

4. Assessment

Unit 3 Teaching and learning in action	<p>In this Unit you plan and carry out a learning session in a bilingual education context.</p> <p>This Unit gives you the opportunity to show your professional development within a bilingual education context and relates to all the Performance Criteria.</p> <p>The learning session must not be the same as those used in Units 1 and 2.</p>
Task A	<p>Ask a colleague to observe this learning session. Choose a specific area from the Performance Criteria you would like your colleague to focus on. Ask your colleague to complete the Observation Form and then meet to discuss this.</p> <ul style="list-style-type: none">• What have you learned from the observation and discussion that you can use in your future professional development?
Task B	<p>Collect feedback from the learners, using the learner feedback form provided or other method as appropriate.</p> <ul style="list-style-type: none">• What have you learned from the learner feedback that you can use in your future professional development?
Task C	<p>Reflect on your teaching practice as a whole and discuss how you will integrate feedback into planning for future teaching and learning.</p> <ul style="list-style-type: none">• How is the Certificate going to affect your future practice in a bilingual education context?
Evidence	<p>Candidates must submit the learning session plan, the completed Observation Form and a sample of Learner Feedback.</p>
Performance criteria	<p>All Performance Criteria may be assessed, particularly 1 and 7.</p>

4. Assessment

4.2 Language requirements

All assignments must be written in English. Examiners assess the completion of the tasks set in the assignment and, although your use of English must be sufficient to communicate this content, the Examiners do not assess your level of English.

4.3 Grading criteria

Assignments must fulfil the task requirements before they are graded using the assessment criteria.

Units 1, 2 and 3 contribute equally to the overall assessment.

Task requirements:

- you must complete all parts of each assignment
- your responses must be relevant to the task set
- your responses must contain approximately the number of words stated for each Unit. This does not include the number of words in any additional evidence submitted
- your responses must relate to your own actual practice in the classroom.

Criteria for Pass	Criteria for Distinction
Understanding learning	
The candidate has taken a coherent, appropriate and relevant approach in interacting with learners to facilitate effective learning in a bilingual education context.	The candidate has taken a coherent, appropriate and relevant approach in interacting with learners to facilitate effective learning within a bilingual education context, and has shown confidence to innovate in a realistic and resourceful manner.
Understanding teaching	
The candidate has analysed and reflected with insight on their current and future practice within a bilingual education context.	The candidate has analysed and reflected with insight on their current and future practice within a bilingual education context and has discussed ways in which their own thinking has been challenged and extended.

4. Assessment

4.4 Submitting assignments

You must submit your assignment using the template provided by Cambridge. The template corresponds to the assignment guidelines in section 4.1. The template has been designed to help you by:

- acting as a checklist, to ensure all requirements are addressed
- indicating the amount of evidence and depth of treatment required
- providing a framework for evidence.

You should complete the cover sheet of the assignment template accurately and in full, with the date of submission, your name and the Unique Candidate Identifier. By completing the cover sheet and submitting the assignment for assessment by Cambridge, you (and your Centre) confirm that the assignment is entirely your own work.

You can find instructions on how to include additional evidence in the support materials made available to Centres offering the Certificate programme.

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