



CAMBRIDGE

Empowering Teachers for Excellence through Professional Development

Opportunities at SCIE
For teachers at different career stages.

Ms. Hardeep Kaur

Head of Subject – G-Level Mathematics

Shenzhen College of International Education

April 12th 2025

Aims of the Session

Introduction	
Insights from SCIE	
Focussed CPD @ different Teacher career stages	
Endorsement from training partners	
Question and Answer	

Why do we need continuous professional development

The best educators are **life-long learners**-CPD is the bridge from good to GREAT.

Great teachers never stop learning- because **education evolves**, and so must we.

CPD empowers us to stay ahead, inspire more, and continuously strive to be **better than the best!**





Vital statistics

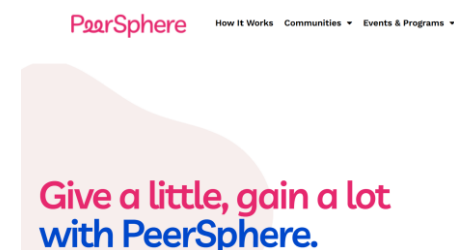


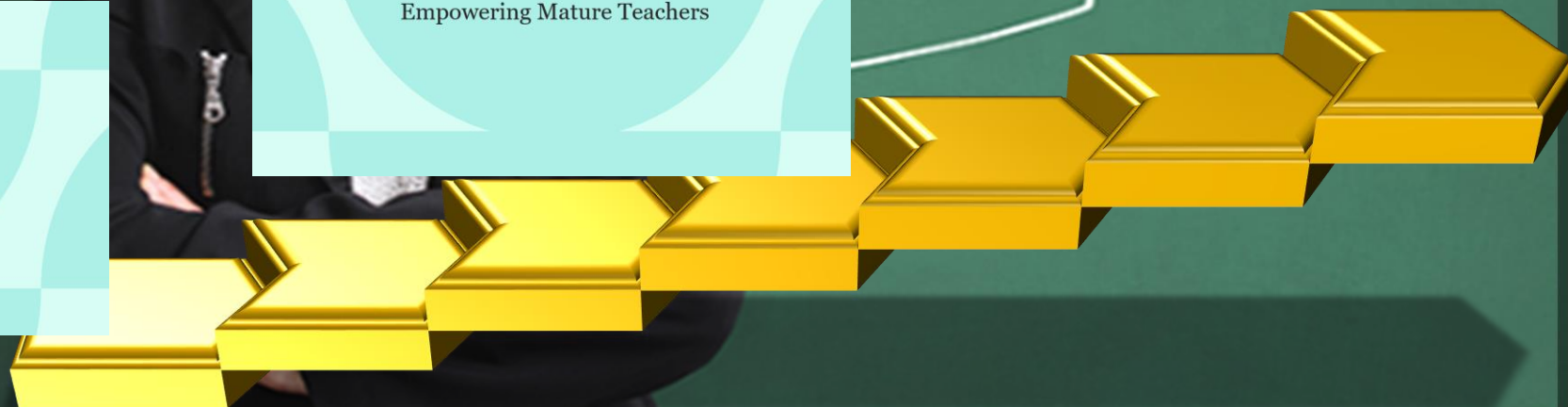
Our **Mission** is to educate
Students in a
Challenging
International
Environment

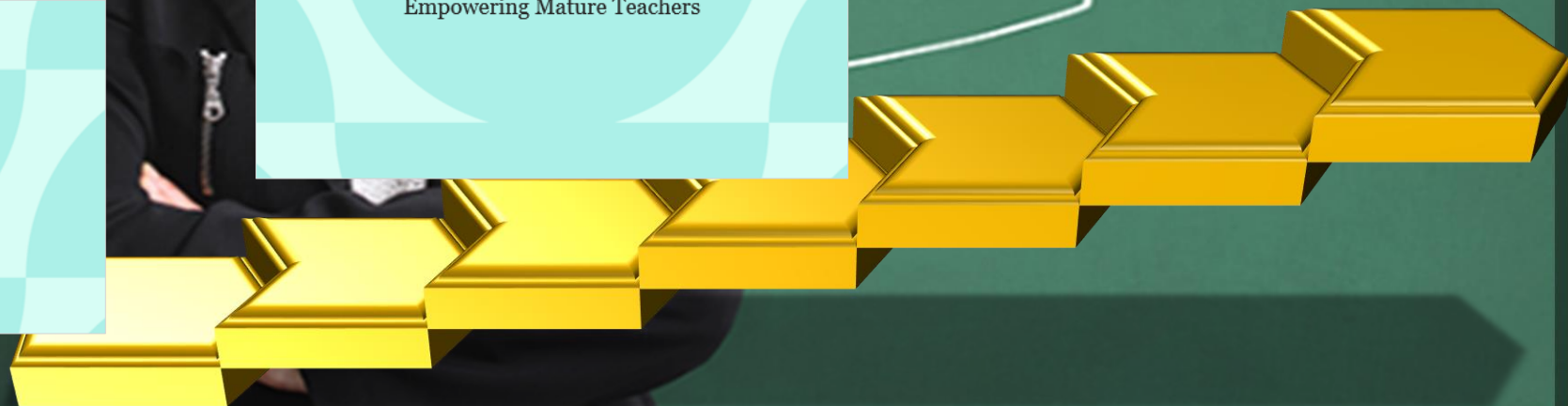
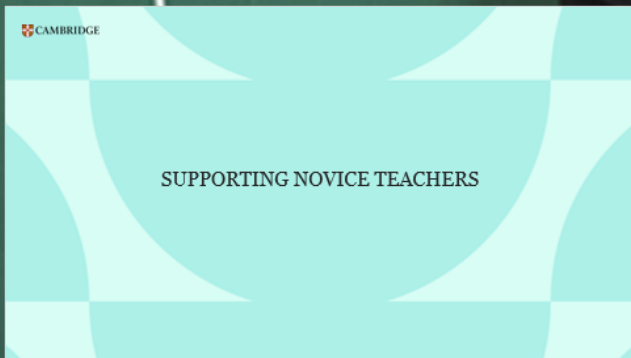
Where they learn **S**ocial responsibility **C**reativity **I**ndependence and **E**nthusiasm.

Introduction

- At SCIE we believe in fostering a culture of **continuous growth and excellence** among our educators.
- We recognize the **diverse needs of the teachers** at different stages in their career and have developed tailored professional development (PD) programs to support novice, mature and expert teachers
- SCIE has made significant investments in a variety of **CPD subscriptions** to provide valuable professional development opportunities and support for teachers.







SUPPORTING NOVICE TEACHERS

Supporting Novice Teachers

For Early Career Teachers (ECTs), the initial years can be both exciting and challenging. To ensure they thrive we provide a structured support system

Supporting Novice teachers

1

Mentorship Program

Each ECT is partnered with an experienced mentor for the first year. Mentors guide ECTs through regular meetings, observations, offering feedback and advice tailored to suit their individual needs.

2

Focused Observations

Novice teachers observe their mentor's lessons and participate in peer observation of experienced teachers, focusing on key areas such as classroom management, effective questioning techniques, and differentiation strategies.

3

Regular Observations

Throughout the year, multiple lesson observations are conducted to identify strength, address areas of improvement, and provide constructive feedback.

4

Fortnightly PD sessions

Dedicated afterschool professional development sessions are held fortnightly, covering topics such as lesson planning, assessment strategies, and creating engaging learning environments.

Successful Outcomes

- SCIE has successfully mentored 14 ECTs who have made significant progress in their capabilities, passed their probationary period successfully.
- We have a team of professional mentors, and several colleagues have expressed an interest in becoming professional mentors should the opportunity arise in the future.

Teacher Feedback

“The ECT program has not only enhanced my pedagogical skills but also fostered a deeper understanding of student needs. I am grateful for the support and guidance I received, and I look forward to continuing my growth as an educator by applying these lessons in my future teaching practice.”

~ Ms.Cynthia (ECT Teacher @ SCIE)



Empowering Mature Teachers

Empowering Mature Teachers

For teachers with established careers, our programs aim to **enhance** their expertise and **support** their transition into new roles or responsibilities.



Teaching Buddy System

- Teachers teaching a new curriculum or new to the school are **paired with experienced colleague** who have expertise in that area.
- For example, a teacher teaching Further Mathematics for the first time is supported by a seasoned Further Maths teacher to ensure a smooth transition.

Teacher Feedback

“Having a work buddy at the beginning of my teaching year at SCIE was a great way to learn about the culture especially within the department. It did help in calming down anxieties related to expectations. I gained quick and thorough knowledge of resources, where to find them, work styles and how the department works”.

~ Joseph Soniran

Workshops and Conferences

Teachers are encouraged to attend **subject-specific workshops and conferences** through out the year to stay updated on best practices and innovation in education.

EARCOS 19th Annual Teacher Conference 2024.

Evidence based Education Teaching and Learning Conference 2024.

Edutech Conference in Singapore.

Extended CPD Programme in SCIE-Metacognition.

Fobisia Computer Science Jaws

Recommended Certifications

- Programs like the **iPGCE certification** are recommended for professional growth.
- A dedicated **professional mentor** supports teachers through lesson observations and feedback during this journey.
- **20 teachers** have successfully completed iPGCE and 1 QTS qualification.
- Of current staff, 4 wish to embark on iPGCE and 25 on QTS

Teacher Feedback

“In my journey through the iPGCE course, one individual who has significantly contributed to my growth is Craig, an exceptionally experienced teacher. His insights and guidance have been instrumental in honing my skills, particularly in the realm of classroom management.” [Chemistry]

“I have really learned a lot from Clara in both teaching the art subject and completing iPGCE. [Art]

Coaching Strategies

- Coaching sessions are offered to help teachers **refine their skills**, explore new teaching methodologies, or transition into leadership roles.
- Through an affiliated programme middle and senior leaders have the opportunity to be peer-coached.
- External CPD: **100 teachers** have attended ACAMIS Middle Leaders Workshops: Leading Effective Teams.
- Internal CPD: **Aspiring Middle Leadership** Training at SCIE by Head of faculty.

Teacher Feedback

“The aspiring Leadership program was an incredible opportunity to collaborate from various departments and learn from our school leaders.”

~ Apurva Sarkar

Online Learning Platform

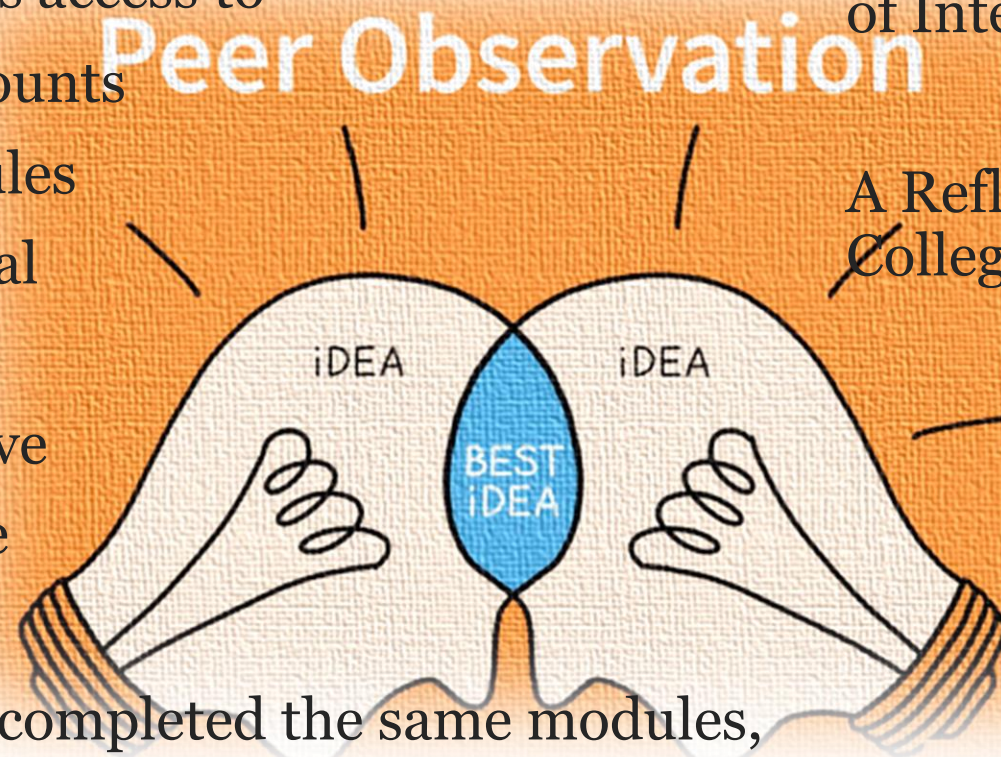
- Access to subscription platforms ensures teachers can engage in **self paced, high quality** professional learning.
- Each teacher at SCIE has access to both **KAA and GTT** accounts and has completed modules tailored to their individual learning needs.
- In addition, teachers have the opportunity to engage in **peer observations** with colleagues who have completed the same modules, allowing them to **exchange strategies** and best practices.

Teacher Feedback

“Using the Great Teaching Toolkit to Enhance Teaching blog was written by Shahla Ahmadova teacher of computer science Shenzhen College of International Education.

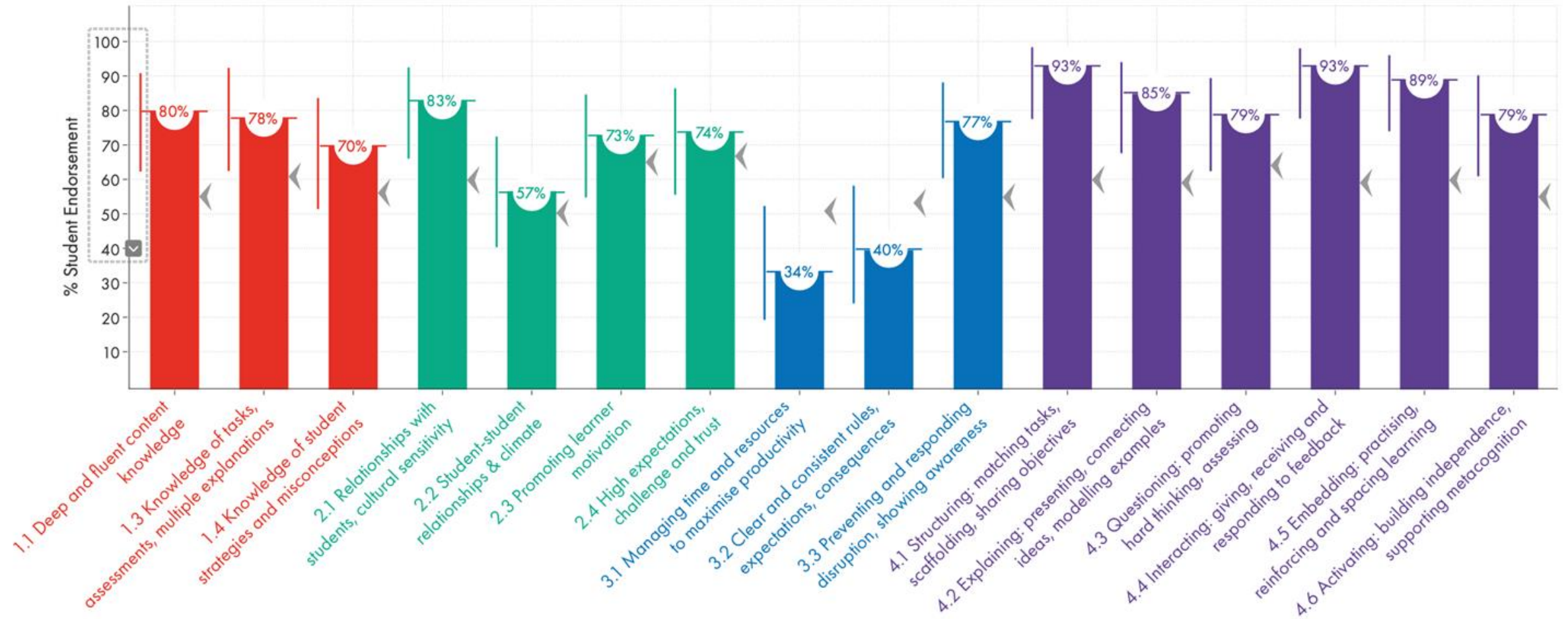
A Reflective Journey at Shenzhen College of International Education.”

<https://evidencebased.education/using-the-great-teaching-toolkit-to-enhance-teaching/>



Student Survey feedback from GTT modules

MODEL FOR GREAT TEACHING SURVEY



Nurturing Experienced and Expert Teachers

Nurturing Experienced and Expert Teachers

For our most seasoned educators, we focus on leadership development and leveraging their expertise to inspire and support others.

- **Leadership Opportunities:** Expert teachers are encouraged to pursue **advanced leadership courses** and are provided opportunities to take on leadership roles such as cross curricular initiatives through **committees**.
- **Recognition:** Outstanding contributions by experienced teachers are acknowledged through **awards which foster motivation** and a sense of achievement.
- **Sharing Best Practices:** Expert teachers regularly **share their strategies** and innovations during Head of Subject (HOS) meetings. Ensuring good practices are disseminated across faculties.

- **Pick-and-Mix CPD:** Teams of expert teachers lead “Pick and Mix” CPD sessions showcasing **variety of teaching and revision strategies** that have proven effective in different subject areas.



- **Co-teaching:** This idea originated from frequent collaboration in lesson planning. Each teacher utilized their strengths effectively. The co-teaching approach resulted in a **well-structured and engaging class**.

Teacher Feedback

The 18-hour workshop instilled not only the confidence to facilitate team meetings, and identify team goals, but also the ability to develop and foster strong relationships with and amongst my team members in the Languages Faculty.

~ Jean Calvin



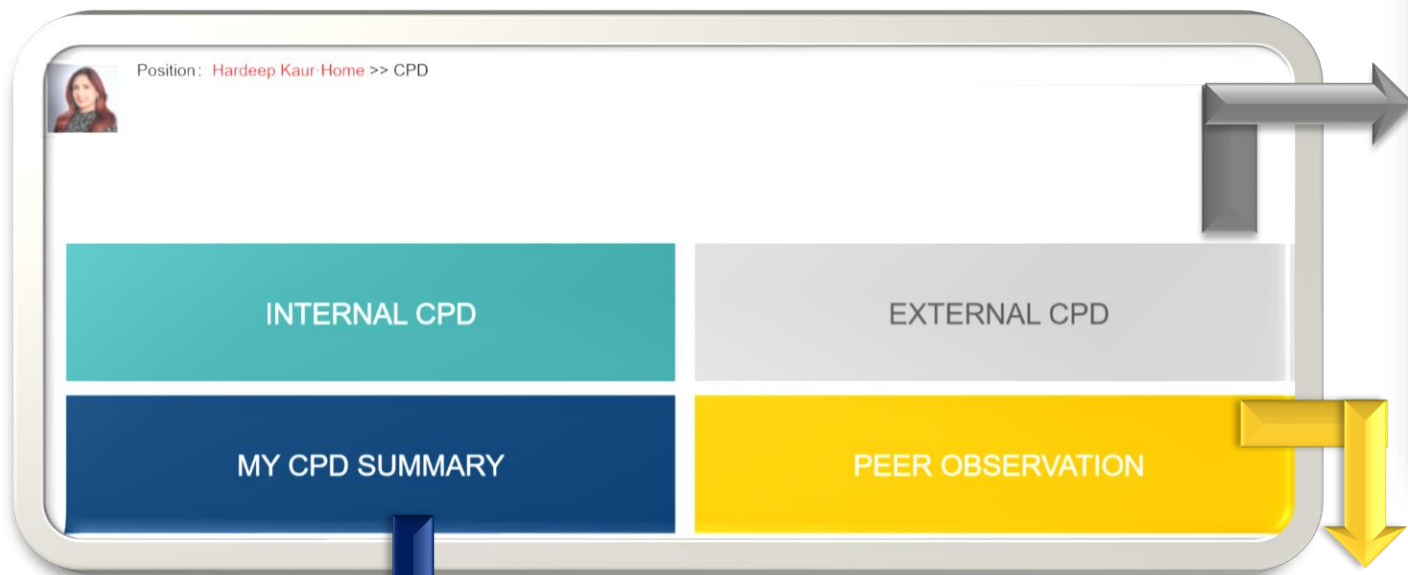
CAMBRIDGE

CPD sessions @ SCIE



CAMBRIDGE

CPD Credentials



My Summary 本人职业发展培训总览

My Summary

Academic Year: 2024-2025 Search

	Course	Year	Span (HRS)	As Leader
1	New Appraisal System Training	2024-2025	1	
2	AI Advanced Workshop	2024-2025	1	
3	A coaching approach to leadership	2024-2025	1	

External CPD · List

External CPD · Create

Course Name

2024-2025

Attend

--Select Delivery--

Search

Export

	Course Name	Delivery	Attend	Datetime of Course		Span	
				Start	Finish		
1	Guangzhou Counsellor Reception	Off Site	JOF	2025-03-17 13:00:00	2025-03-17 17:00:00	4	ACCEPTED BY CPDM. SIGNATURES OF FINANCE AND PRINCIPALS FINISHED.
2	Mindful March	Off Site	HEV	2025-03-01 13:00:00	2025-03-01 17:00:00	4	ACCEPTED BY CPDM. SIGNATURES OF FINANCE AND PRINCIPALS FINISHED.
3	SKT HOSA Future Health Professionals	Off Site	ALN	2025-03-28 16:00:00	2025-03-30 16:00:00	6	ACCEPTED BY CPDM. SIGNATURES OF FINANCE AND PRINCIPALS FINISHED.

Peer observation · List 听课记录

Peer observation · ListPeer observation · Create

2024-2025	select subject	select observee	select observer	Search	Export	
	Status	Year	Observee	Course	Observer	
1	Read	2024	Scott Edwards	Physics-AS.C.PHY1	Mike Jiang	Q
2	Read	2024	John Hoban	Physics-AS.D.PHY1	Mike Jiang	Q
3	Read	2024	Owen Henry	Psychology-AS.D.PSY	Alan Nielsen	Q
4	Read	2024	Shiwei Qiu	Economics-AL.C.ECO2	Matthew Gollings	Q
5	Read	2024	Jun Jang	Physics-G2.Z.PHY1	Mike Jiang	Q
6	Read	2024	Dean Aldred	Sociology-AL.B.SOC	Tatum Campbell	Q
7	Read	2024	Chloe Tan	Economics-AL.D.ECO1	Angelen Meggersee	Q

Endorsements from our training partners.



RE: China school awards- Professional development

发件人 Matt McGinlay <matt@evidencebased.education>
日期 周四 2024-10-31 00:06
收件人 Richard Driscoll <richard.driscoll@scie.com.cn>
抄送 Ellie Guo <Ellie.Guo@scie.com.cn>

Our organisation, Evidence Based Education, has worked with Shenzhen almost three years to support their drive to promote great teaching across. Principal has been instrumental in creating an environment where all staff benefit of every single learner in their care. The school offers the Great Teaching which enables them to harness student voice to help set goals for teachers understanding about strategies or techniques they can try out to improve promoted an environment where it's ok for staff to 'give it a go', then use their practice.

A reason that we feel especially privileged to work with SCIE is their willingness but also to share their learning beyond colleagues in the school. The school of conferences in China and across South East Asia, presenting about the impact their Professional Development Programme has had for teachers and to unlock opportunities for educators beyond the confines of the College of International Education apart from other schools. The school developing a 'professional growth' model that empowers colleagues to support provide the tools to support their learning. Many other schools have observed and are now designing similar models.

Whenever I have conversations with staff at SCIE, it is always striking their engagement with current research in the field of Education and are consistently applied in their classrooms. The culture of professional development in the language about great teaching, what it looks like and how they can get what it takes to become even better, and the school take responsibility in form of time allocated) and the resources that help staff reflect on their practice.

We really look forward to continuing our work to support SCIE's goals and wholeheartedly commend them for recognition, not only as the leading school innovator in education.

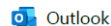
Best wishes,

Matt

Matthew McGinlay

Head of GTT Membership
Evidence Based Education

www.evidencebased.education



Re: China school awards- Professional Development

发件人 Jayne Bennion <Jayne.Bennion@karenardley.com>
日期 周二 2024-10-22 18:23
收件人 Richard Driscoll <richard.driscoll@scie.com.cn>; Kate Beetlestone <kate.beetlestone@karenardley.com>
抄送 Ellie Guo <Ellie.Guo@scie.com.cn>

Dear Richard,
Lovely to hear from you and of course KAA are very happy to support

We have the pleasure of working in partnership with Shenzhen College of International Education over the last 4 years.

Working with SCIE academic leaders, we have collaboratively developed an approach to capturing the evidence of what great teaching and learning looks like, award winning KAA Online Platform. The academic teams at SCIE have been identifying key evidence and celebrating what great learning looks like. This innovative blended approach has already had an excellent impact on expectations are made clear, great practice is shared and celebrated also been hugely successful in supporting the induction of new academic staff and informed start to their teaching at SCIE.

The SCIE academic leadership are continuously seeking high quality professional development commissioning bespoke work with KAA (such as the Culture of Coaching contributing positively to webinars and online meetings via the FOBI commitment to the highest quality of professional learning.

Jayne Bennion



Re: China school awards- Professional Development

From: Ewen Bailey <ewen@pdacademia.com>
Date: Sunday, November 10, 2024 at 21:46
To: Michael Iannini <michael@pdacademia.com>; Richard Driscoll <richard.driscoll@scie.com.cn>
Cc: Ellie Guo <ellie.guo@scie.com.cn>
Subject: Re: China school awards- Professional Development

Hi Richard,

PeerSphere is delighted to support SCIE's application for the Staff Development and Wellbeing Award. SCIE's leadership has shown an outstanding commitment to peer learning, engaging more than any other school in our network of 70+ international schools in China. This high level of involvement across our 60+ communities highlights their deep appreciation for the value of peer learning in international schools, and a strong culture of professional development across all roles.

Best of luck,
Ewen

Shenzhen College of International Education has demonstrated top level CPD standard over the years and made enormous contribution to the Cambridge Schools Community."

Warm regards,

Dr Julia Yu 喻芸 (She/Her)
Senior Education Manager, East Asia
东亚区高级教育经理

"This innovative blended approach has already had an excellent impact on teaching across the school as expectations are made clear, and great practice is shared and celebrated."

"The school have then promoted an environment where it's ok for staff to 'give it a go', then use feedback from other staff to refine their practice."

"It was clear that your approach to professional development is both strategic and inclusive."



Dear Richard,

I am writing to express my heartfelt appreciation for the SCIE team on Leading with a Coaching Mindset.

From our very first interaction, it was clear that your approach was strategic and inclusive. I was incredibly grateful for your experience, as, by collaborating closely, we were able to address contextually relevant but also culturally aligned with the school's objectives.

I particularly appreciated your support in organising a professional development event. This event was instrumental in garnering buy-in and for the school's objectives.


Your commitment to ensuring that professional development is a 'win-win' scenario—was exemplified by your active participation in the approach not only modeled the principles we were teaching but also collective growth within the team.

Furthermore, thank you for the opportunity to facilitate a coaching mindset to sustain the learning experience. By providing additional support to address challenges that arose in practice, ensuring that the lasting impact for SCIE.

It is evident that you are dedicated to building something new, planning and implementation of professional development change, and I am excited to witness the continued growth of the school.

Thank you once again for the opportunity to work together and the positive outcomes it will yield for SCIE.

Warm regards,

 October 2024

Claire Peet

Managing Partner

PD Academia



CONCLUSION

- Our professional development framework is designed to cater to **unique needs of teachers** at every stage of their career.
- By providing structural mentorship, fostering collaboration, encouraging lifelong learning, and celebrating excellence, we ensure that our educators are equipped to provide **high quality learning opportunities** which enable our learners to thrive.
- Through these initiatives, we aim to empower teachers, nurture their potential, and create a thriving learning community where both **educators and students** excel.



“The most valuable resource that all teachers have is each other. Without collaboration, our growth is limited to our own perspectives.”

Robert John Meehan”

American Educator and Author

Thank you!
Any questions?

Get in touch!

- Hardeep.kaur@scie.com.cn