



CAMBRIDGE

How to use the new Cambridge leader and teacher standards to support continuous school improvement

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Introduction

In this session we will explore:

- approaches used to encourage dialogue and build relationships between stakeholders
- appropriate methods for understanding and responding to a range of perspectives
- opportunities to critically analyse what is being heard, to inform continuous school improvement



Activity 1

Write down

1. How are you feeling today?

For example: Stressed, Happy, Worried, Excited, Nervous, Hopeful.....

2. Something you hope to change in your practice after this event

3. What are you most grateful for today?

Form groups of 5-6 people

In your groups:

First state the following:

This is a safe space without judgement, only compassion and support

Next share your three statements one by one

Coaching circles



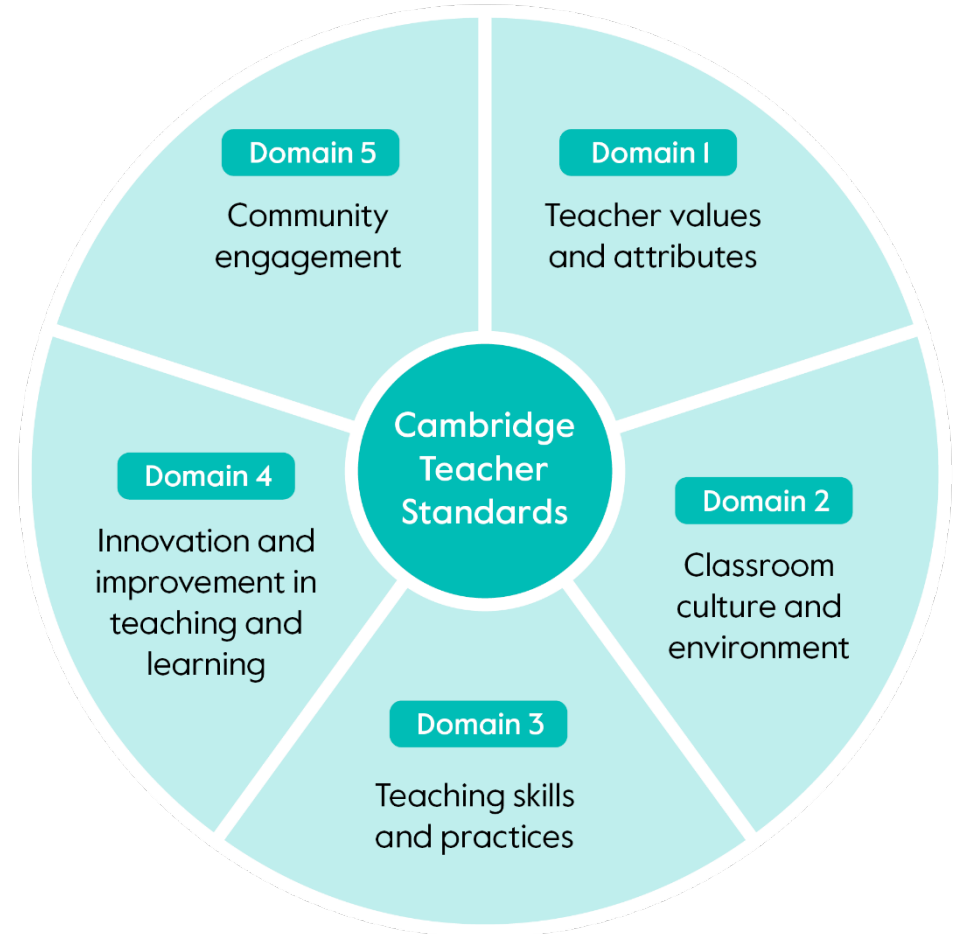
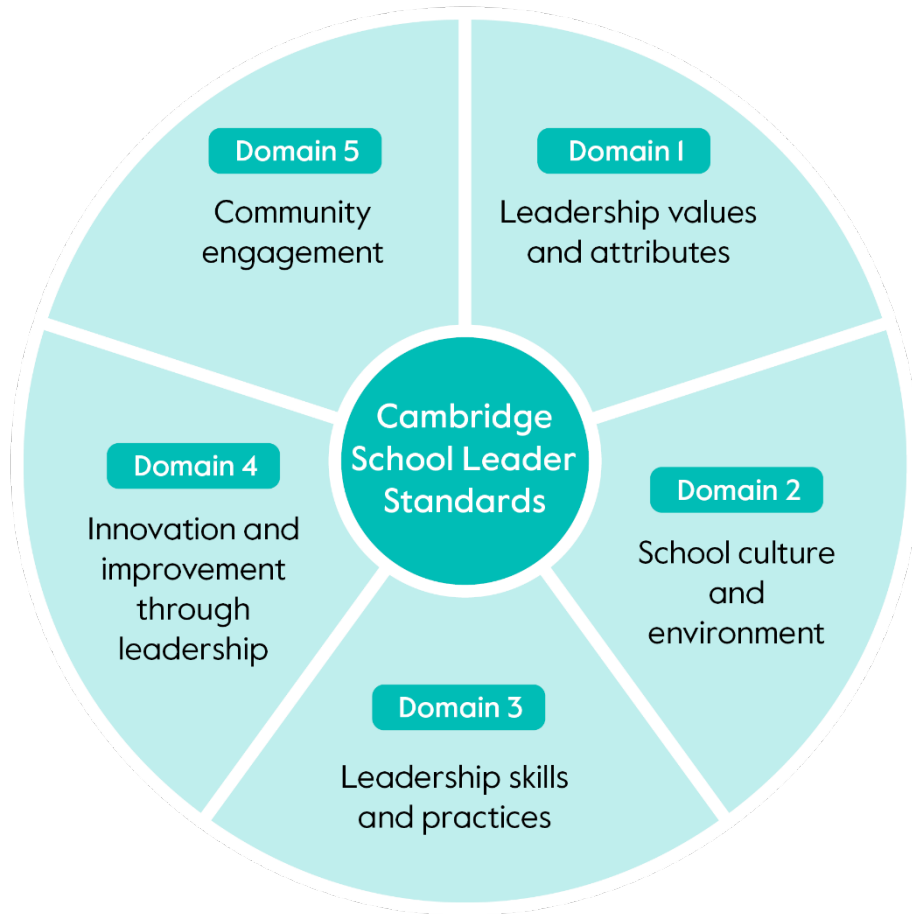
Self-Reflection

Reflective activities are essential for professional growth and self-improvement.

Reflective practice offers several benefits for educators and professionals:

- Enhanced Self-Awareness
- Improved Decision-Making
- Professional Growth
- Better Problem-Solving
- Increased Empathy
- Quality Improvement
- Effective Goal Setting
- Strengthened Resilience
- Positive Impact on Students
- Community of Learners

New Standards for School Leaders and Teachers



1 Leadership values and attributes

Cambridge school leaders:

- Standard 1** provide a strong sense of direction and a clear vision for the school
- Standard 2** prioritise the physical, emotional, and psychological wellbeing of students and staff, ensuring a safe and healthy environment
- Standard 3** model the highest standards of ethical conduct in their interactions with the school community
- Standard 4** empower staff by distributing professional responsibilities and establishing shared accountability
- Standard 5** model a commitment to reflective practice and lifelong learning.

2 School culture and environment

Cambridge school leaders:

- Standard 1** establish a culture of high expectations for all, in regard to learning outcomes, behaviours and attitudes
- Standard 2** demonstrate emotional intelligence and empathy in leadership to foster a fair and inclusive environment
- Standard 3** establish professional relationships with all members of the school community
- Standard 4** motivate and encourage teachers to take responsibility for the development of effective learning and teaching
- Standard 5** enrich the learning culture of their school by establishing partnerships with other institutions, professional bodies and educational organisations.

Cambridge self-reflection surveys

Standard 2. School leaders prioritise the physical, emotional, and psychological wellbeing of students and staff, ensuring a safe and healthy environment.

Do I understand that a negative school environment and ethos has implications on student and staff performance?

Never Rarely Sometimes Often Always

Do I provide opportunities for students and staff to explore and enhance their wellbeing?

Never Rarely Sometimes Often Always

Do I promote opportunities for my staff and me to discuss and create actions that help students connect their well-being with resilience, empathy and independence?

Never Rarely Sometimes Often Always

Do I have positive strategies to help students to understand the emotions of others and create and maintain positive relationships?


Never Rarely Sometimes Often Always

Do I provide successfully for students who do not respond well to school or for students or staff who have specific needs?

Never Rarely Sometimes Often Always

Activity 2

Action plan

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Cambridge Teacher and School Leader Standards - Action Plan		
Issue Identified:		
Domain and Standard(s) that would help to address this issue:		
Course of action identified:		
Timeline for implementation:		

Connect, Extend, Challenge

1. Talk to the person next to you and discuss what you have connected with from today's session
2. What has extended your thinking?
3. How will you challenge yourself to move forward?





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Any questions?

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Effective communication: from competence to confidence

Thank you!

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Effective communication: from competence to confidence

Your feedback

Please let us know your views on this session

Scan the QR code and share your feedback with us





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Get in touch!

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