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Taking Ownership of Your Professional Development

A Professional Development Expedition

March 2025

Transforming professional learning for teachers, leaders and their schools.

Welcome



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Development
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Qualifications

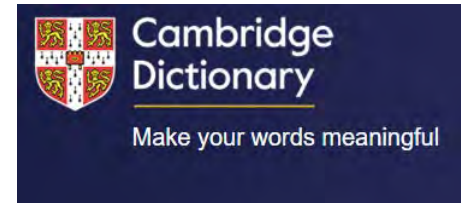


Roxanna Everson
Senior Professional
Development Manager

Taking Ownership of Your Professional Development: Embarking on a Professional Learning Expedition!



- A teaching career is a journey, an expedition



- an organized 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

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

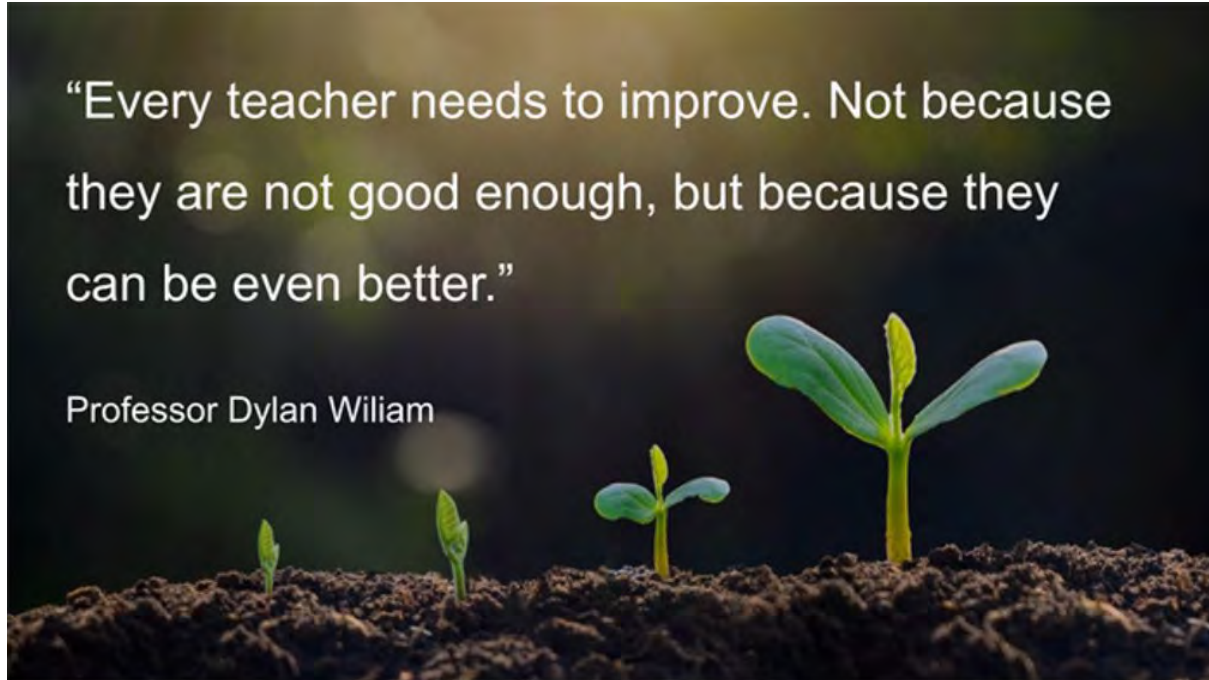
- Observation and mentoring
- Q&A

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, 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 Standard
The Cambridge Teacher Standards in context
The structure and organisation of the Cambridge Teacher
1. Teacher values and attributes
2. Classroom culture and environment
3. Teaching skills and practices
4. Innovation and improvement in teaching and learning
5. Community engagement

 **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 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:

- 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.
- 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.
- 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.
- 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).
- Adapt teaching to respond to the strengths and needs of all pupils.**

6. Make accurate and productive use of assessment.

- 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 priority. They act with honesty and integrity, have strong subject knowledge, and work with parents to ensure the best possible outcomes for their pupils.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment in which pupils learn and develop their knowledge and skills
- set goals that stretch and challenge pupils and set standards for their work
- demonstrate consistently high standards of work which are expected of pupils

2. Promote good progress and encourage pupils to exceed expectations

- be accountable for pupils' progress
- be aware of pupils' capabilities and needs
- guide pupils to reflect on their learning
- demonstrate knowledge of how to teach
- encourage pupils to take responsibility for their own work and study

3. Demonstrate good subject knowledge

- have a secure knowledge of the subjects they teach
- demonstrate a critical and creative understanding of their subjects
- demonstrate an understanding of the curriculum and its delivery
- if teaching early reading, cursive writing, and mathematics, have appropriate subject knowledge

4. Plan and teach well structured lessons

- impart knowledge and skills in an efficient and effective manner
- promote a love of learning
- set homework and plan it
- extend the knowledge and skills of their pupils
- contribute to the design and delivery of the curriculum

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

- know and understand each other's strengths and weaknesses
- know and understand the needs of individual pupils
- know and understand the needs of the group

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Cambridge Teacher Standards continued

3 Teaching skills and practices

Teachers:

- Area for improvement mostly good practice, could improve Good practice*
- 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



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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 somethings 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

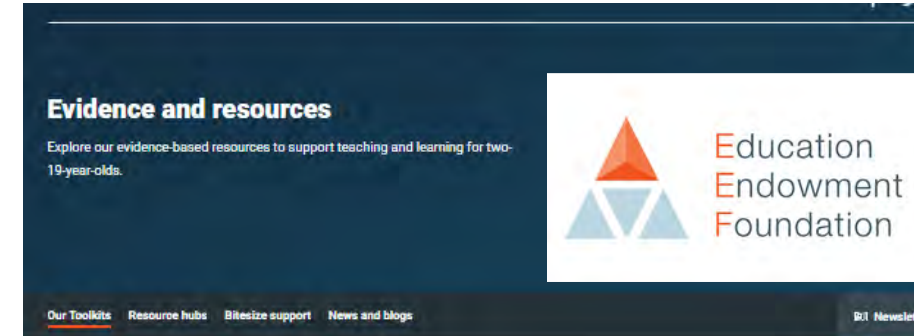
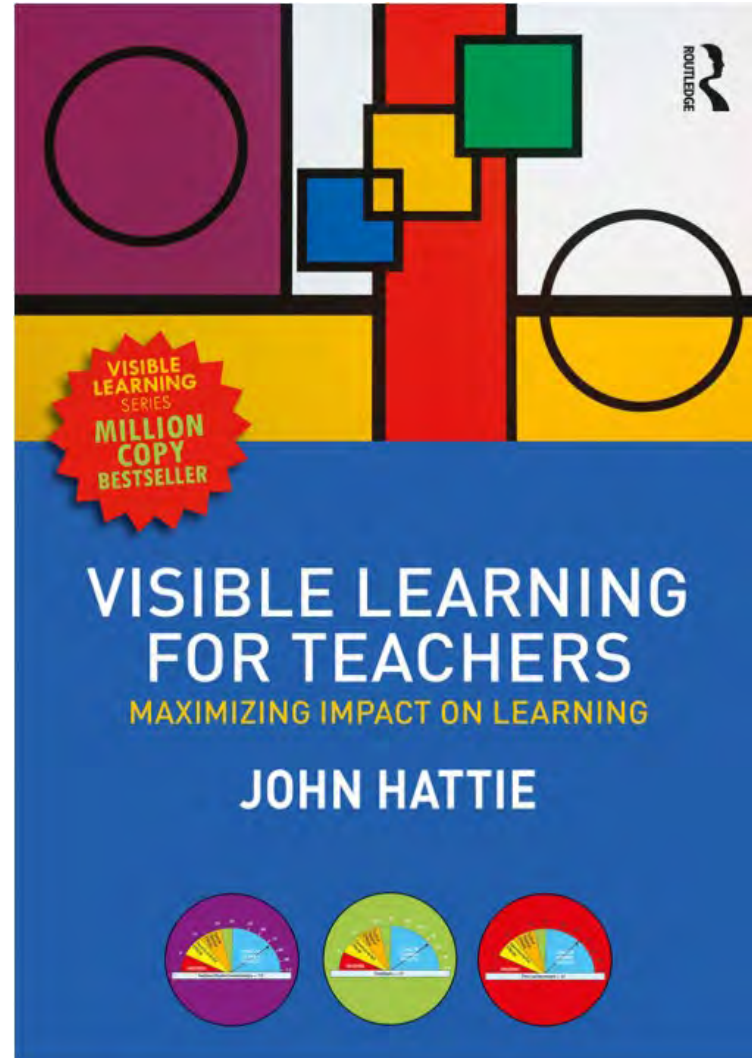


What should you prioritise?

- Evidence
- School direction



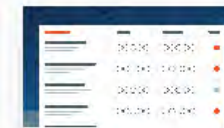
Where to find evidence



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.

Our Toolkits

Not sure where to start? Discover our Toolkits, accessible summaries of the best available evidence on different topics for teaching and learning. They contain information on the cost, impact, and strength of the evidence behind different approaches, as well as detail on how effective a particular approach could be for socio-economically disadvantaged children and young people.



Evidence and resources

Teaching and Learning Toolkit

An accessible summary of the international evidence on teaching 5–16 year olds.



Early Years

Early Years Toolkit

A summary of the best available evidence on key areas for learning and development.

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?
<div>✓</div>		
Why do I want to improve this skill?		
<div>✓</div>		
What will success look like? By when?		

Getting Started...



Action Plan for Teachers

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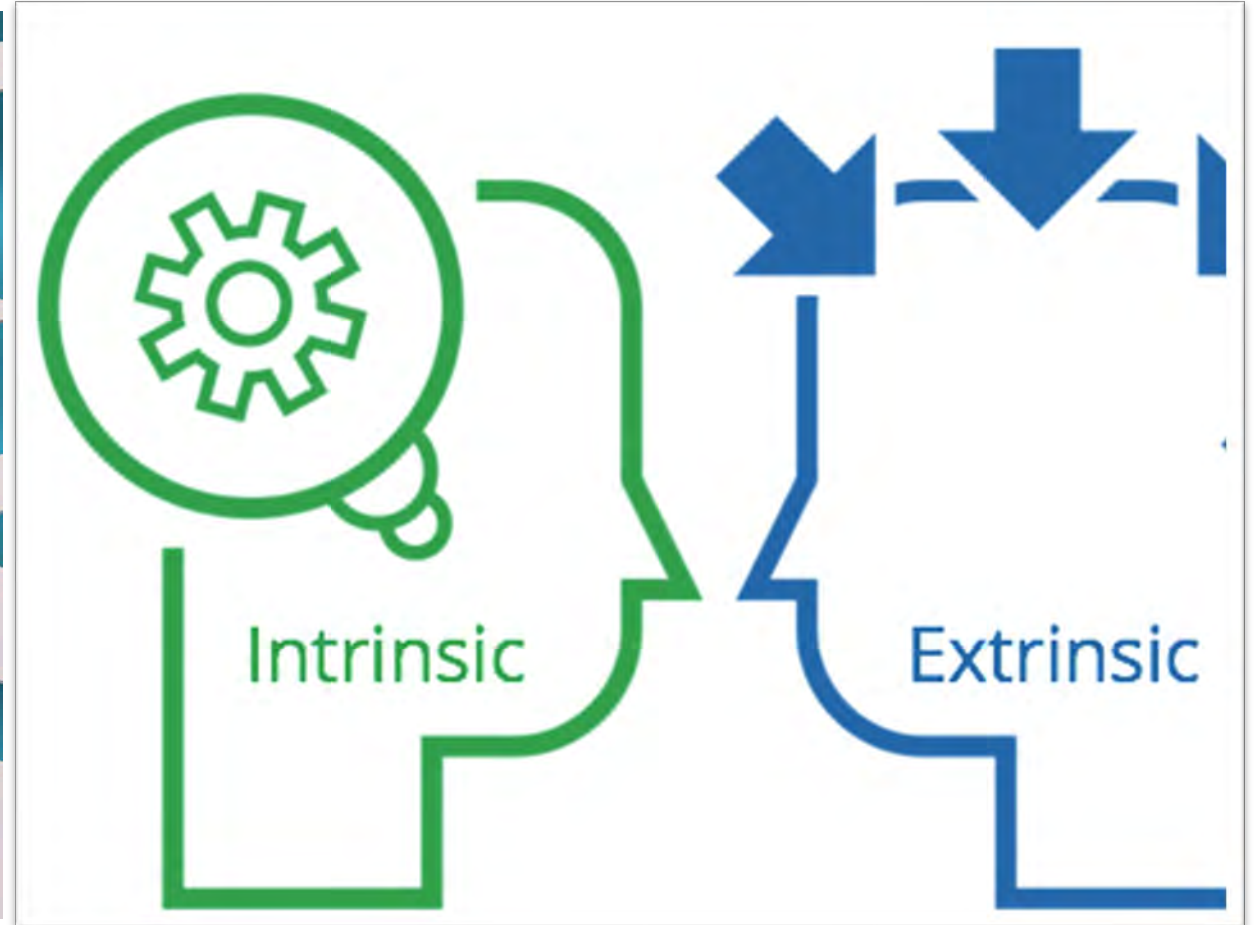
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How to learn effectively

Motivation



Learning Environment



Reason for learning

- Education Endowment Foundation



Build knowledge



Develop new skills

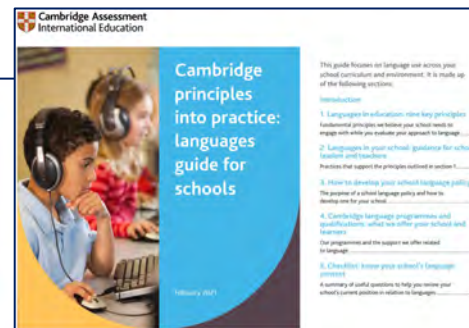
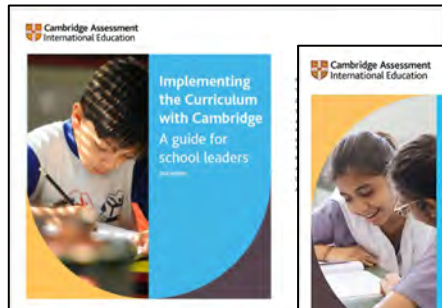
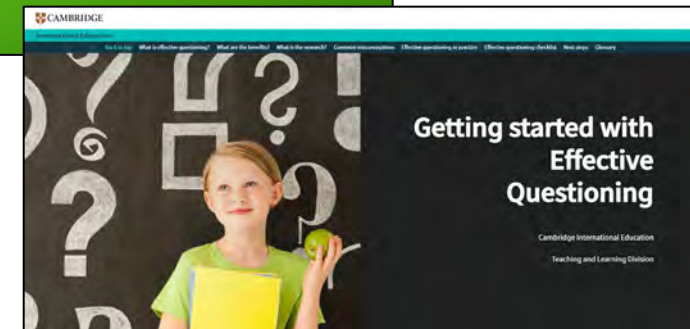
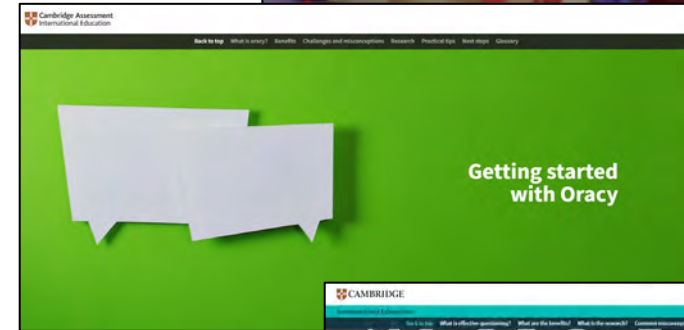
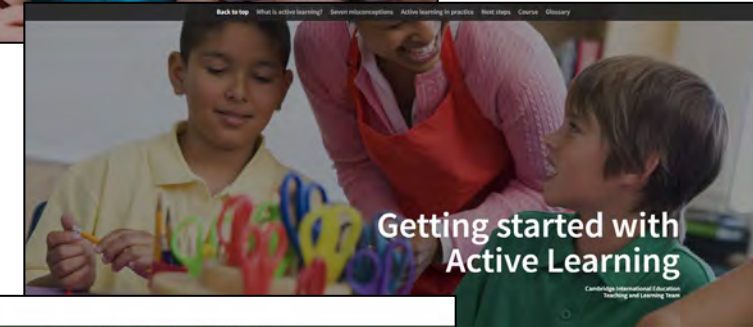
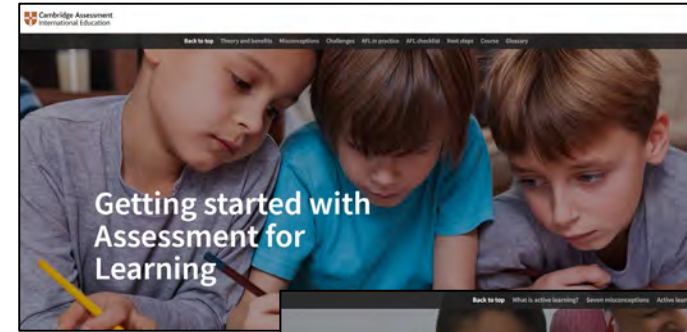


Embed practice



Motivation

What does learning look like?



Getting Started...



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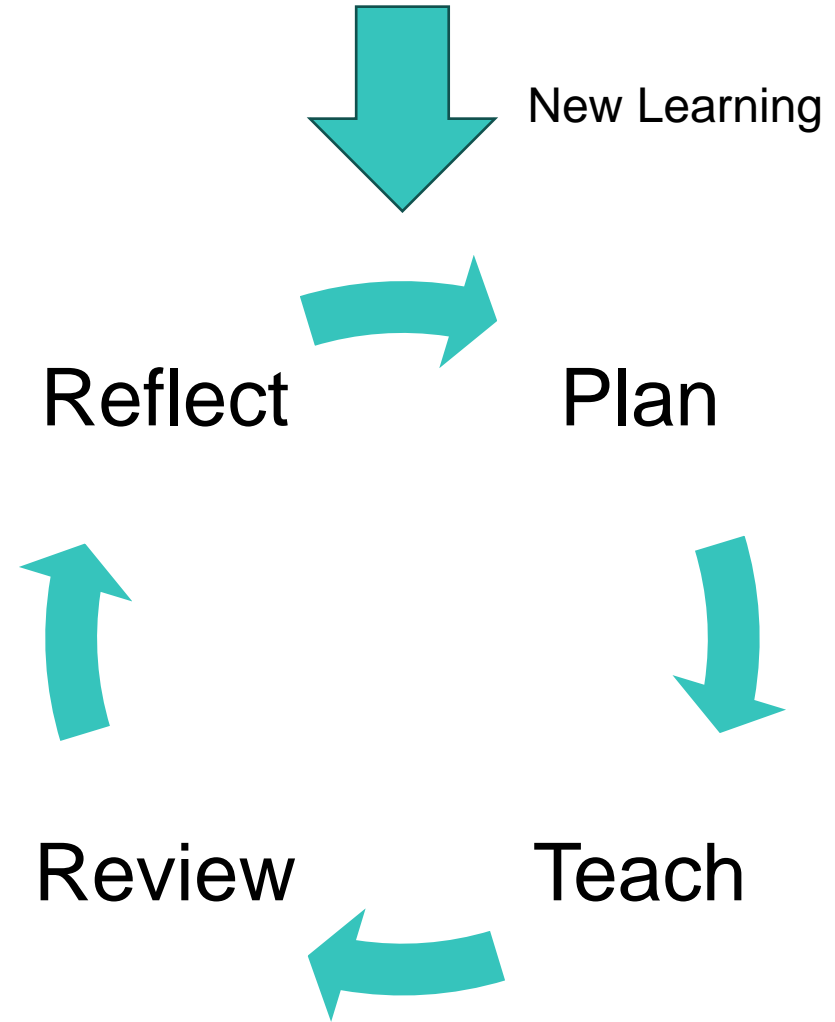
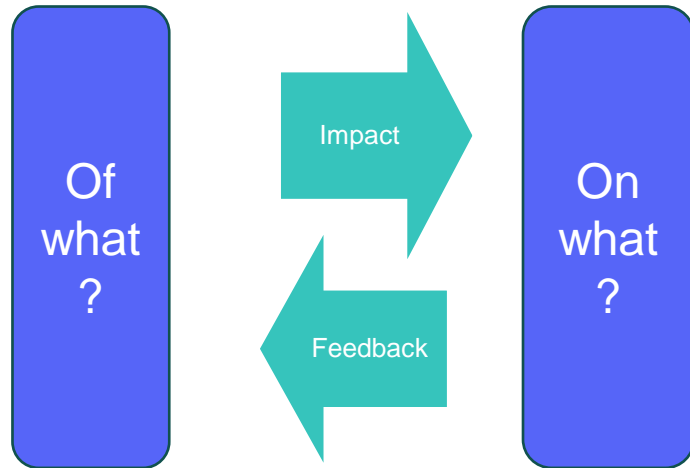
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<div>✓</div>	<div>✓</div>	
Why do I want to improve this skill?		
<div>✓</div>		
What will success look like? By when?		

Record Learning



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...



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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?



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?

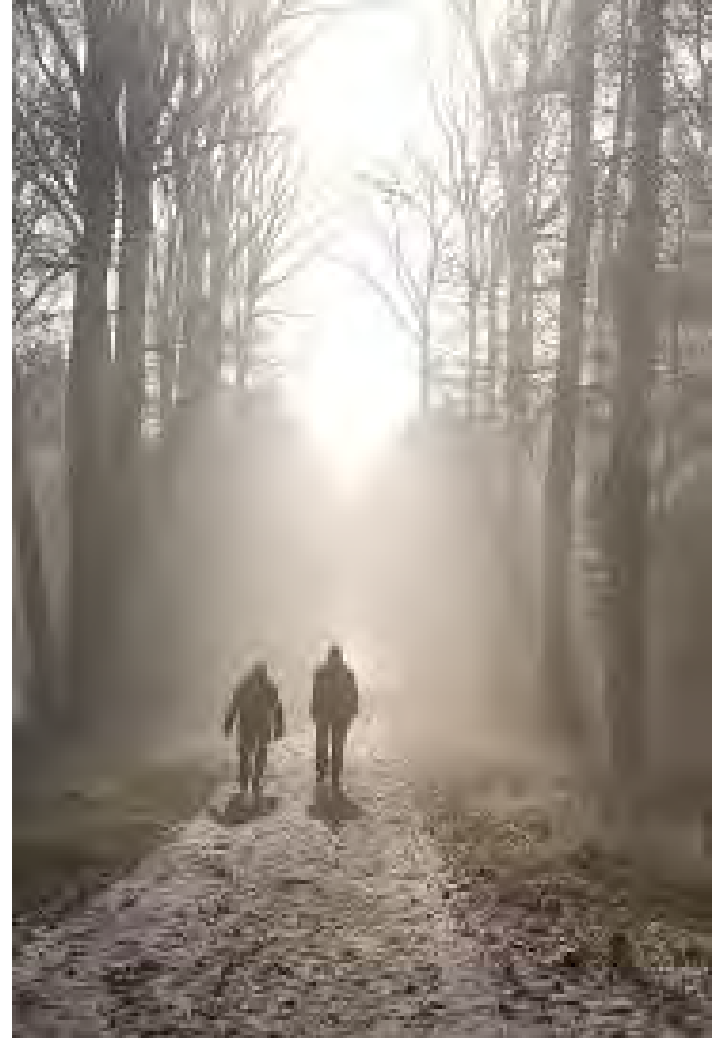


Why should schools use mentoring?

- 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

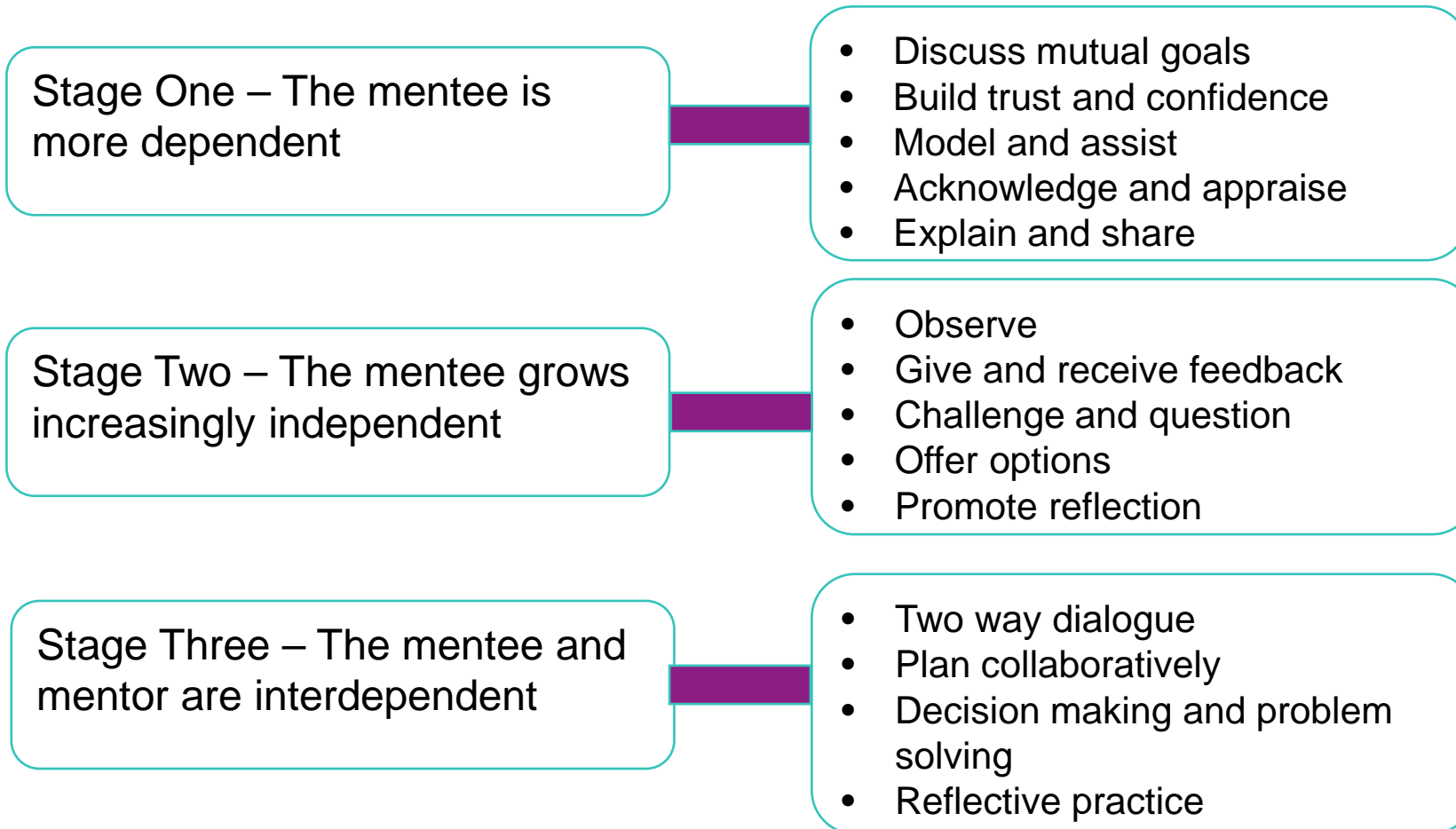


The mentoring relationship



The Mentor-Mentee Relationship

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



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.



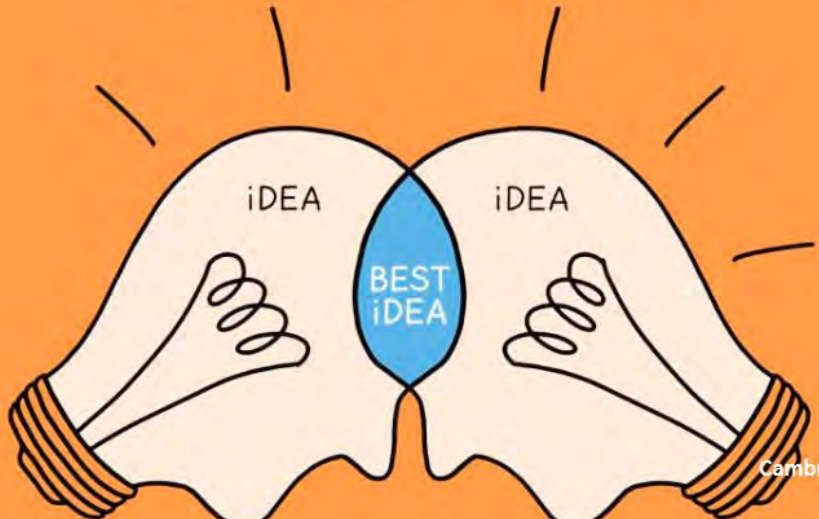
PDQ Observation Blueprint

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

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Getting started with Peer Observation



Cambridge Assessment International Education
Teaching and Learning Team

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

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Any questions?



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Thank you!



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