

# Cambridge International Certificate for Teachers and Trainers

For Examination in 2014

Cambridge  
Professional  
Development



**CAMBRIDGE**  
International Examinations



Cambridge International Certificate for  
Teachers and Trainers  
Syllabus code 8989  
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 and Trainers

Cambridge is therefore withdrawing the Cambridge International Certificate for Teachers and Trainers (8989) and 2014 is the last year in which candidates can make entries for this qualification.

- **12 December 2014** is the last date for candidate entries will be accepted for module 5289.
- **16 May 2015** is the last date for which candidate entries for re-sits will be accepted.

# Contents

## Cambridge International Certificate for Teachers and Trainers Syllabus code 8989

<b>1. Introduction .....</b>	<b>2</b>
1.1 Why choose Cambridge?	
1.2 Why choose the Cambridge International Certificate for Teachers and Trainers?	
1.3 Cambridge Professional Development Qualifications	
1.4 How can I find out more?	
<b>2. Assessment.....</b>	<b>7</b>
2.1 Method of assessment	
2.2 Structure of activities	
2.3 Presentation	
<b>3. Syllabus overview.....</b>	<b>10</b>
3.1 Unit structure	
3.2 Performance criteria at a glance	
<b>4. Module content .....</b>	<b>12</b>
4.1 Unit 1: Developing a new teaching approach	
4.2 Unit 2: Facilitating active learning	
4.3 Unit 3: Reflecting on practice	
<b>5. Grading .....</b>	<b>34</b>
5.1 Grading themes	
5.2 Grading criteria	

# 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](http://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](http://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 the Cambridge International Certificate for Teachers and Trainers?

The aim of the Certificate is to motivate and enable candidates to:

- develop as reflective practitioners
- update their professional skills through action and evaluation
- innovate in their professional thinking and practice
- share ideas and practice with colleagues.

It is said that the best teachers are always keen to learn. Teachers and trainers are, or aspire to be, reflective practitioners. This means that they seek continuously to improve their practice as professionals, asking themselves and their colleagues such questions as 'Are there better ways of helping my learners to learn?' As a learner, professional and institutional expectations grow, so teachers and trainers need to develop their pedagogical thinking and practice. This will help their own confidence to grow and the experiences of their learners and colleagues to flourish.

It is with such practical professional development needs in mind that we have developed the Cambridge International Certificate for Teachers and Trainers. The Certificate is a practice-based qualification for continuing professional development, drawing its strength and inspiration from the realities of day-to-day teaching and learning experience. The knowledge, skills and qualities required of a teacher<sup>1</sup> are dynamic. To be effective, teachers need to have opportunities to develop their skills and to update their understanding.

The Certificate provides such an opportunity. For example, its single practice-based assignment comprises three different activities which give candidates opportunities to design and undertake their own journeys into aspects of teaching, learning and professional practice. The syllabus and the assignment help chart the way forward through constructive professional learning experiences. We hope our candidates will enjoy the challenges involved in the Certificate and wish them well on their Certificate journeys.

---

### 1 Note on terminology

**Teacher** is used as the standard term in the rest of this syllabus, to refer to a person ('teacher', 'trainer', 'lecturer', etc.), responsible for the design, practice, assessment and evaluation of **learning programmes** ('courses', 'training programmes', etc.) consisting of a sequence of planned learning sessions ('lessons', 'workshops', etc.) for **learners** ('students', 'trainees', etc.). Where appropriate, the individual teacher preparing for the Certificate is referred to as the **candidate**.

# 1. Introduction

## Qualification structure

The Certificate is based on three units, which correspond to key aspects of professional development. The units can form the basis for planning a professional development programme leading to the Certificate.

Unit
1 <b>Developing a new teaching approach</b>
2 <b>Facilitating active learning</b>
3 <b>Reflecting on practice</b>

## Preparation

Cambridge grants eligibility to Centres to run Certificate programmes on the basis of quality criteria. Each Centre must have a programme leader with sufficient experience and expertise. Together with colleagues in the Centre, the programme leader will design and manage the Certificate programme. The programme leader must successfully complete an induction course provided by Cambridge before we can confirm the Centre's eligibility.

A typical Centre programme will consist of a balanced range of professional development activities, appropriate to the needs and circumstances of the candidates and their institution(s). In their preparation for the Certificate, candidates should have sufficient opportunities for appropriate background reading and discussion with other teachers. Reading and discussion will help them to develop relevant knowledge and understanding, and will enrich their reflective practice.

We have designed the Certificate to reflect best practices, and naturally occurring teaching activities (i.e. real experience) will generate much of the assignment evidence presented by candidates. It is anticipated that as much preparation time as possible is integrated within professional activity. Including such activity, each unit is designed to take approximately 30 hours of preparation. This is only a rough guide, but we would not expect candidates to work substantially fewer hours than this in preparation for each unit. Candidates should work at their own pace, appropriate to their needs and contexts. The time taken to complete the Certificate will vary from context to context. However, as explained in the Planning booklet for the Certificate, there must be sufficient time within 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 assignments. As an example, full-time teachers in schools will find that the Certificate will fit comfortably and effectively within two terms or semesters.



# 1. Introduction

## 1.3 Cambridge Professional Development Qualifications

The Certificate is one of the 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 and economically. 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 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 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](http://www.cie.org.uk/qualifications/teacher)**

# 1. Introduction

## 1.4 How can I find out more?

### If you are already a Cambridge Centre

You can express interest in applying for Centre eligibility for this qualification by contacting us at **info@cie.org.uk**.

### If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **info@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

# 2. Assessment

## 2.1 Method of assessment

There is **one** assignment. The assignment comprises three activities, corresponding to the syllabus units. These activities are practical, based on day-to-day professional work.

The following important **themes** are present in each of the activities:

- Candidates are encouraged to **experiment**, to try something new. All human progress is achieved through taking risks. These risks provide us with challenges. In all three activities, candidates will get the most out of the opportunities the Certificate provides if they are willing to set themselves challenges by trying new things.
- Assignment activities are based on the candidates' **own professional practice**. Candidates should write their assignment at a professional level, as appropriate for a professional qualification.
- The activities ask candidates to engage with other professionals. These may well be colleagues. All learners, including teachers, are often most effective when they work together. Sharing reflection should lead to better quality and more productive evaluation, broaden professional practice, and help candidates to produce livelier assignments.

## 2.2 Structure of activities

In each activity, candidates use the appropriate Cambridge activity template to gather, organise and present relevant evidence of their experience and performance.

The activity template involves six steps:

Step	Word limits
A Professional context	100
B Choice of topic	100
C Planning and preparation	200
D Practice	200
E Feedback	200
F Evaluation	300

# 2. Assessment

The activity template provides the standard framework for assessment for the Certificate. It ensures a common format for reporting of evidence, although the actual evidence reported will be specific to each candidate. The template is also a helpful checklist of key questions and steps, enabling the teacher thoroughly and systematically to plan, carry out and reflect on activities. Candidates should complete Steps A, B and C before the activity, Steps D and E as soon as possible after the activity, and Step F after sufficient time for reflection and evaluation.

The activities are intended both to contribute to and to be informed by teaching practice. Candidates for the Certificate will typically complete activities in the sequence of the units.

As they progress through the Certificate, candidates will find it useful to keep their own reflective journal to record critical events and outcomes, as well as their own ideas and reflections.

## 2.3 Presentation

Candidates must use the CIE assignment template. The template corresponds to the Activity Guidelines described in Section 4 of this syllabus. We have designed it to help candidates by:

- acting as a checklist, to ensure that all requirements are addressed
- indicating the amount of evidence and depth of treatment required
- assisting candidates in the structuring of evidence.

Step A in the template for each assignment activity requires candidates to provide background information about their own contexts. This is an opportunity for candidates to indicate, as seems appropriate to them, significant aspects which have particular influence on their work and experience in the assignment. This section is not assessed or judged, and a full curriculum vitae is not required. Cambridge examiners find it helpful to have brief relevant information about context (limit approx. **100 words**). If the candidate's context does not change, they can simply copy the details from activity to activity. However, it is possible for teachers to change their working context during their preparation for the Certificate, in which case candidates should include details of their new context(s) as and when appropriate.

## 2. Assessment

Candidates should complete the cover sheet of the assignment template, accurately and in full, with the date of submission, their name and Cambridge unique candidate identifier.

By completing this cover sheet and submitting the assignment for assessment by Cambridge, the candidate (and the Centre) confirms that the assignment is entirely their own work. The candidate must appropriately reference and acknowledge any work taken from another source.

The evidence for each activity must include observation of performance, using the Cambridge Observation Form. Candidates should note that the requirements above are compulsory. If they miss out such essential evidence, they are likely to receive a Fail grade and have to resubmit.

The word limits in the Certificate will act as a guide. Candidates and examiners have found that this approximate number of words is sufficient to present relevant information both accurately and concisely. Word limits throughout the Certificate assignment template are set with the same intention. We expect candidates, with the support of their Certificate programme, to take professional care over the presentation of their assignment, including keeping to these word limits. If a candidate provides significantly fewer words than specified, it is unlikely that they will provide sufficient depth. If they significantly exceed the word limits, it is likely that they will lose focus.

Centres must submit Certificate assignments to Cambridge for external assessment, after ensuring that each assignment conforms to Cambridge requirements. We do not return submitted assignments to the Centre, so we advise Centres and candidates to keep a back-up copy of each assignment. Cambridge reserves the right to request further evidence, or to inspect Centres, in cases where there is doubt about the authenticity of submitted work.

Cambridge will award Pass and Distinction grades for successful performance in the Certificate according to the following grading themes, which are set out in Section 5 of this syllabus:

- Understanding learning
- Understanding teaching.

# 3. Syllabus overview

## 3.1 Unit structure

Each unit has the following structure:

- **Preliminary notes** which introduce you to the nature of the activity, possible choices within it and guidelines for progress.
- **Performance criteria** which are listed in sequence (1.1, 1.2, 1.3 etc.), with a summary statement in bold, then a statement in italics defining the aspects of performance for candidates to evidence for assessment.
- **Aspects of pedagogy** which are listed below each performance criterion. They indicate relevant topics for professional development, e.g. for reading and reflection, discussion, and workshops. These fundamentals of principle, knowledge and skill concerning the teaching and learning process are described in more detail in the Guide to the Certificate.
- **Activity guidelines** which specify the form and depth of evidence that the candidate must submit.

For example:

### 1.1 Explaining your choice of approach

*State clearly the name of the approach, the age of the learners, the number of the learners in the group, the nature of the learning environment and the needs of the learners. State the reason(s) for choosing this approach.*

'Age' refers to chronological age, e.g. '12 years old', rather than any local or class term, e.g. 'Class 2A'.

'Nature of the learning environment' refers to the location in which the teaching/learning activity takes place, e.g. science laboratory, school gardens, fieldwork venue.

'The needs of the learners' applies to individuals and/or groups within the class or set. It includes consideration of learning needs (often related to learning styles – auditory, visual and kinaesthetic), emotional needs, linguistic needs, physical needs (including disabilities). These needs often give rise to the opportunity to provide and present different forms of learning experiences which develop involvement for different types of learners within the group (differentiation).

A brief statement of reasons for your choice of approach is required. This may refer to practice you have read about or observed in action elsewhere, but have not yet attempted yourself. It may expand on an approach you have tried briefly or informally, but now wish to formalise as a teaching method.



# 3. Syllabus overview

## 3.2 Performance criteria at a glance

<b>1</b>	<b>Developing a new teaching approach</b>
1.1	Explaining your choice of approach
1.2	Planning and preparing to use the approach
1.3	Managing the approach in practice
1.4	Gaining feedback on the approach
1.5	Evaluating outcomes of using the approach
<b>2</b>	<b>Facilitating active learning</b>
2.1	Explaining your choice of activity
2.2	Planning and preparing the activity
2.3	Managing the activity in practice
2.4	Gaining feedback on the activity
2.5	Evaluating outcomes of the activity
<b>3</b>	<b>Reflecting on practice</b>
3.1	Explaining your choice of experience
3.2	Planning and preparing the experience
3.3	Managing the experience in practice
3.4	Gaining feedback on the experience
3.5	Evaluating outcomes of the experience

# 4. Module content

## 4.1 Unit 1 Developing a new teaching approach

This Certificate activity is designed to encourage you to experiment in professional practice by trying a new teaching and learning approach. Note that, in this case, the term 'new' means 'new to you as a teacher'. It focuses on the key processes in teaching and learning and asks you to investigate aspects of active learning.

First, you should look at the list of approaches below:

Approach	Description
A Practical work	This may include experiments, field study on measurement, craft or other handwork, surveys.
B Use of ICT	This includes work with the Internet, use of software packages, animation, computer assisted design, use of computer networks.
C Educational visit	This involves organising and managing a visit to a conference, exhibition, gallery, historic site, site of scientific importance, etc.
D Role play/simulation	This can include business games, commercially available or self-devised simulations and role play exercises, used as illustrative or explanatory devices.
E Discussion or debate	A structured discussion which covers specified ideas and material, including differing viewpoints and opinions.
F Visiting speaker	Inviting and managing the visit of a guest speaker on a topic relevant to the learners' course/syllabus.

You must choose **one** from the list of topics set out above, using the following guidelines.

- Try to choose something you have not used before.
- Make sure your choice is feasible, given your working circumstances.
- Check out the availability of resources (time, equipment, finances, human resources).
- In any case, have a second choice as back-up, in case your first choice becomes unavailable.

# 4. Module content

In this activity we are looking at what learning processes have been in evidence and what learning outcomes have been achieved. To ensure that these are clearly in evidence, you must consider at the outset:

1. The aims for the session. What are you, the teacher, setting out to do? These are broad but vital statements of intent.
2. The objectives for the session. What should the learners achieve by the end of the session? How will you divide up and manage the session?
3. Who is going to act as the observer? Their availability is very important, so make sure they will be available as soon as the topic is chosen.
4. Which group of learners on which course will you involve?

# 4. Module content

## 1.1 Explaining your choice of approach

*State clearly the name of the approach, the age of the learners, the number of the learners in the group, the nature of the learning environment and the needs of the learners. State the reason(s) for choosing this approach.*

'Age' refers to chronological age, e.g. '12 years old', rather than any local or class term, e.g. 'Class 2A'.

'Nature of the learning environment' refers to the location in which the teaching/learning activity takes place, e.g. science laboratory, school gardens, fieldwork venue.

'The needs of the learners' applies to individuals and/or groups within the class or set. It includes consideration of learning needs (often related to learning styles – auditory, visual and kinaesthetic), emotional needs, linguistic needs, physical needs (including disabilities). These needs often give rise to the opportunity to provide and present different forms of learning experiences which develop involvement for different types of learners within the group (differentiation).

A brief statement of reasons for your choice of approach is required. This may refer to practice you have read about or observed in action elsewhere, but have not yet attempted yourself. It may expand on an approach you have tried briefly or informally, but now wish to formalise as a teaching method.

# 4. Module content

## 1.2 Planning and preparing to use the approach

*Plan the most appropriate methods, content and resources so that you can put your selected approach into practice in one or more learning sessions, using activities you have devised. Ensure that the actual learning environment you have selected is available, accessible and suitable. State briefly the main aims and objectives of the activity you have planned.*

Consider the advantages and disadvantages of possible methods of learning, e.g. instruction, demonstration, pair or group work, experimentation. Ensure that in your planning of sessions you can answer the question 'How do you know that learning has taken place?' Assessment should be a feature of your plan, and should be appropriate to the nature of the activity and the learning outcomes envisaged. Make the most of available resources and be aware of the resource opportunities and constraints.

Time is a vital consideration in any teaching/learning context. Make sure that your learning environment is available on the date and times you require. The learning environment should be accessible to all learners and you should consider at the planning stage the journey time, cost and mode of transport (if any) required for them. Envision the activity taking place, using your chosen approach, and check that the resources offered by the environment match the needs of your planned activity, e.g. furniture, heating, ventilation, audio-visual aids. If you need to book or reserve an unfamiliar or specialist location, do so well in advance of your session(s).

Learning aims are broad, overall statements of intent. Show how the aims of your activity (or sequence of activities) fit into the overall learning programme. Learning objectives are simple statements of learning activities which learners should be able to understand and follow. For example, 'assemble the materials x, y and z', 'count the number of reptiles in the picture', or 'list the reasons for a character's difficult behaviour'.

# 4. Module content

## 1.3 Managing the approach in practice

*Specify the roles of the teacher and the learners in relation to your learning session(s). Indicate the opportunities offered by your learning session(s) for learners to be actively involved. Show how you guided group and/or individual learning and supported learners during the session(s).*

Teacher roles may involve the whole class, groups within the class or individual learners. They will include motivation, presentation, encouragement, guidance, and coaching. Learner roles may include participating in discussion, framing questions, taking notes, making presentations, and operating equipment.

Active learning encourages learner involvement and participation. It features learning through action, and thinking about the outcome of such actions. Opportunities your session(s) offer(s) learners of differing ability and learning styles may be formally incorporated into your session plan, or may arise spontaneously during the learning activities in the session itself.

Guidance involves the teacher in making the most of opportunities for individual or group teacher-learner interaction. It involves problem identification, analysis and resolution, motivation and technical assistance. Support for learners often requires specialist help from the teacher, perhaps in the form of assistance on emotional difficulties, social or group problems, personal issues, and specialist needs.



# 4. Module content

## 1.4 Gaining feedback on the approach

*Explain how you have obtained feedback from learners in your teaching/learning activity. Explain how you have obtained feedback from a colleague acting as an observer of your professional practice. Analyse learner and professional feedback from your learning session(s).*

Select an appropriate method of collecting learner feedback. Methods include interviews, discussions, questionnaires of the whole group or selected (sample) individuals within the group. The method you choose should enable as full and objective a range of comments, reactions and suggestions as possible, given the age, ability and competence of the learners involved.

Feedback from a colleague will involve observation of your approach in practice, and constructive comment based on that observation. Use the Cambridge observation template for this feedback.

You can use quantitative (numerical and statistical) analysis on questionnaire responses from the whole group. This does not need to be complex. Relatively small numbers are unlikely to support very high levels of confidence. Numerical trends, ranges and values may be worthwhile for larger groups. Qualitative analysis should reflect the contrasts, patterns and anomalies within findings. Examples and/or very brief case studies are helpful. Analysis is always enriched by discussion with professional colleague(s).

## 1.5 Evaluating outcomes of using the approach

*List the learning outcomes which were achieved using your selected teaching approach. Identify the practical professional outcomes for you as a teacher of using your approach in practice. Suggest how you might modify and enhance the approach for effective use in the future.*

You can identify outcomes through observation, assessment exercises, and learner and observer feedback. They may vary in degrees of intensity or success. Learning outcomes may or may not be wholly evident, and planned objectives may or may not be achieved. If they remain to some extent unfulfilled or unclear, say how they remain unresolved.

Outcomes may have been affected by external influences, such as factors affecting learner behaviour (e.g. disciplinary issues), changes in the external environment (e.g. traffic noise), chance events and interruptions.

Issues of management, positioning within an overall programme plan or teaching scheme, suitability for the age, ability and aptitudes of the learners. Modifications in teaching/training methods, use of audio-visual aids, methods of teaching-learning interaction.

# 4. Module content

## Activity guidelines:

### A Your professional context

(100 words)

Please supply:

- your name and the type of your current teaching or training institution
- the age group of your learners (e.g. '12 year olds')
- details of the programme(s) which you are currently teaching
- the length (in years) of your professional experience
- brief details of your professional qualifications.

N.B. This step is not assessed, but must be completed.

### B Explaining your choice of approach

(100 words)

- Which approach have you chosen from the list of approaches on page 12 of the syllabus?
- What is the nature of the learning group with which you are going to use the new teaching approach? How many learners are there? How old are they? What programme and subject are they studying?
- Why have you chosen this approach?

### C Planning and preparing to use the approach

(200 words)

- What is the activity you have prepared for using the approach? Describe its method, content and any relevant resources.
- What is the learning environment you have chosen for the activity?
- What is/are the aim(s) of the activity?
- What is/are the objective(s) of the activity?

### D Managing the approach in practice

(200 words)

- What are the roles of the teacher and the learners?
- How did you involve learners?
- What steps did you take to guide and support learners?

### E Gaining feedback on the approach

(200 words)

- How did you obtain feedback from your learners?
- How did you obtain feedback from a colleague acting as a professional observer?
- What steps did you take to analyse learner and professional feedback?

# 4. Module content

## **F Evaluating the outcomes of using the approach**

**(300 words)**

- What learning outcomes were achieved by using the approach?
- What practical professional outcomes did you experience in planning, preparing and using the approach?
- How would you modify your use of this approach to make it more effective next time you use it?

# 4. Module content

## 4.2 Unit 2 Facilitating active learning

In this activity you will be looking in greater detail at the process of active learning.

As in Activity 1 you will benefit most if you choose a topic which you have not encountered before in your day-to-day professional practice.

First, you should look at the list of activities below:

Activity	Description
A Guiding and coaching an individual learner	This may be a learner with difficulties, special skills, or problems such as illness or absence.
B Giving feedback to learners after assessment	Assessments may be formative (on-going, e.g. project work, conferencing, extended written work) or summative (end of course, e.g. large scale tests or examinations).
C Helping shy learners with class involvement	Not all learners readily participate in active learning. How can you encourage shy learners towards involvement?
D Assessing the needs of new learners	This may involve a whole group in an induction sequence, or just newcomers joining an existing course.
E Group work	Learners can often benefit from working in small groups, though some may see it as a means of opting out. How can group work be managed to benefit all group members?
F Developing learner ICT skills	This may be on a whole group, small group, or individual learner basis.

# 4. Module content

You must choose **one** from the list of activities set out above, using the following guidelines.

- Try to choose something you have not used before.
- Make sure your choice is feasible, given your working circumstances.
- Check out the availability of resources (time, equipment, finances, human resources).
- In any case, have a second choice as back-up, in case your first choice becomes unavailable.

In this activity we are looking in greater detail at the learning process.

- 1 You should consider learners, and learning activities connected with their chosen topic, over a sequence of learning sessions.
- 2 You should invite an observer to attend and make notes at intervals during the sequence, and to comment on the effectiveness of the approach you have developed.
- 3 Self-appraisal is a vital part of this activity. You should keep notes on the most important points arising from the sequence of learning sessions

# 4. Module content

## 2.1 Explaining your choice of activity

*State clearly the activity, the age of the learners, the number of learners in the group, the nature of the learning environment, and the needs of the learners. State the reason(s) for choosing this activity.*

'Age' refers to chronological age, e.g. '12 years old', rather than any local or class term, e.g. 'Class 2A'.

'Nature of the learning environment' refers to the location in which the teaching/learning activity takes place, e.g. science laboratory, school gardens, fieldwork venue.

'The needs of the learners' applies to individuals and/or groups within the class or set. It includes consideration of learning needs (often related to learning styles – auditory, visual and kinaesthetic), emotional needs, linguistic needs, physical needs (including disabilities). These needs often give rise to the opportunity to provide and present different forms of learning experiences which develop involvement for different types of learners within the group (differentiation).

A brief statement of reasons for your choice of activity is required. This may refer to previous personal and professional interest, or to practice you have read about or observed in action elsewhere. It may expand on an activity you have encountered briefly or discussed informally with colleagues in the past.



# 4. Module content

## 2.2 Planning and preparing the activity

*Plan the most appropriate methods, content and resources, so that you can put your selected activity into practice in one or more learning sessions. Ensure that the actual learning environment you have selected is available, accessible and suitable. State briefly the main aims and objectives of the activity you have planned.*

Consider possible methods of learning, the content of your planned learning activities, and the resources at your disposal. Ensure that your planned learning activity can answer the question 'How do you know that learning has taken place?'. Assessment should be a feature of your plan, and should be appropriate to the nature of the activity and the learning outcomes envisaged. Make the most of available resources, and be aware of the resource opportunities and constraints.

Make sure you have allocated sufficient time for the activity you have devised, considering appropriate length and number of learning sessions. The learning environment should be accessible to all learners and you should consider at the planning stage the journey time, cost and mode of transport (if any) required for them. Envision the activity taking place, and check that the resources offered by the environment match the needs of your planned activity, e.g. furniture, heating, ventilation, audio-visual aids. If you need to book or reserve an unfamiliar or specialist location, do so well in advance of your session(s).

Learning aims are broad, overall statements of intent. Show how the aims of your activity (or sequence of activities) fit into the overall learning programme. Learning objectives are simple statements of learning activities, which learners should be able to understand and follow. Note that, in a sequence of learning sessions, there may be continuity of learning objectives and/or learning objectives may vary from session to session.

# 4. Module content

## 2.3 Managing the activity in practice

*Specify the roles of the teacher and the learners in relation to your learning session(s). Indicate the opportunities offered by your learning activity for learners to be actively involved. Show how you guided group and/or individual learning, and met group or individual learner needs, during your planned activity.*

Teacher roles may involve the whole class, groups within the class or individual learners. They will include motivation, presentation, encouragement, guidance, and coaching. Learner roles may include participating in discussion, framing questions, taking notes, making presentations, and operating equipment.

Methods of involvement may include discussion, working together on exercises, guided written or oral work, skills coaching and training, practice and rehearsal, interviews and role play. Opportunities in your activity for planned learner involvement and informal (spontaneous) involvement.

Guidance involves the teacher in making decisions about group or individual learner needs. This can point towards how, for example, to solve problems, develop confidence, heighten understanding, or further skill competence. Supporting learners involves pastoral aspects, e.g. social, emotional or personal issues.

## 2.4 Gaining feedback on the activity

*Explain how you have obtained feedback from learners in your selected activity. Explain how you have obtained feedback from a colleague acting as an observer of your professional practice. Analyse learner and professional feedback from your learning session(s).*

Select an appropriate method of collecting learner feedback. Methods include interviews, discussions, questionnaires of the whole group or selected (sample) individuals within the group. The method you choose should enable as full and objective a range of comments, reactions and suggestions as possible, given the age, ability and competence of the learners involved.

Feedback from a colleague will involve observation of the activity in practice, one-to-one discussion of areas of interest and concern, analysis of ongoing work, and formal or informal reporting on progress. Note-taking of the issues raised in this feedback will need to be immediate, clear and focused.

You can use quantitative (numerical and statistical) analysis on questionnaire responses from the whole group. This does not need to be complex. Relatively small numbers are unlikely to support very high levels of confidence. Numerical trends, ranges and values may be worthwhile for larger groups. Qualitative analysis should reflect the contrasts, patterns and significance of your findings. It is most convincing when supported by evidence from your own professional practice.

# 4. Module content

## 2.5 Evaluating outcomes of the activity

*List the learning outcomes which were achieved during the activity. Identify the practical professional outcomes for you as a teacher of this activity. Suggest how you might modify and enhance the activity for effective use in the future.*

You can identify outcomes through observation, assessment exercises, and learner and observer feedback. They may vary in degrees of intensity or success. Learning outcomes may or may not be wholly evident, and planned objectives may or may not be achieved. If they remain to some extent unfulfilled or unclear, say how they remain unresolved.

Outcomes may be concerned with the management of time, resources and learning sequences, or other issues such as learner absence or indiscipline. Outcomes may have been affected by external influences, such as factors affecting learner behaviour, changes in the external environment, chance events and interruptions.

Issues of management, positioning within an overall programme plan or teaching scheme, suitability for the age, ability and aptitudes of the learners. Modifications in teaching/training methods, use of audio-visual aids, methods of teaching-learning interaction.

# 4. Module content

## Activity guidelines:

### A Your professional context

(100 words)

Please supply:

- your name and the type of your current teaching or training institution
- the age group of your learners (e.g. '12 year olds')
- details of the programme(s) which you are currently teaching
- the length (in years) of your professional experience
- brief details of your professional qualifications.

N.B. This step is not assessed but must be completed.

### B Explaining your choice of activity

(100 words)

- Which activity have you chosen from the list of activities on page 20 of the syllabus?
- What is the nature of the learning group taking part in this activity? How many learners are there? How old are they? What programme and subject are they studying?
- Why have you chosen this activity?

### C Planning and preparing the activity

(200 words)

- What is the activity? Describe its method, content and relevant resources.
- What is the learning environment you have chosen for the activity?
- What is/are the aim(s) of the activity?
- What is/are the objective(s) of the activity?

### D Managing the activity in practice

(200 words)

- What are the roles of the teacher and the learners?
- How did you involve learners?
- What steps did you take to guide and support learners?

### E Gaining feedback on the activity

(200 words)

- How did you obtain feedback from your learners?
- How did you obtain feedback from a colleague acting as a professional observer?
- What steps did you take to analyse learner and professional feedback?

### F Evaluating the outcomes of the activity

(300 words)

- What learning outcomes were achieved through this activity?
- What practical professional outcomes did you experience in planning, preparing and using the activity?
- How would you modify this activity to make it more effective next time you use it?

# 4. Module content

## 4.3 Unit 3 Reflecting on practice

In this activity the focus is on ways and means of developing your thinking about, and critical awareness of, the practice of teaching and training.

Teachers do a great deal of work away from the immediate learning environment. Some candidates may feel they would like to look in more depth at preparation and assessment, so aspects of these are in the list below. Others will wish to broaden out into other fields of professional activity, so there are four other professional development experiences in the list to suit their needs.

First, you should look at the list of experiences below:

Experience	Description
A Planning a scheme of assessment	This may be either a sequence of formative assessments or a single summative assessment.
B Planning and managing a meeting for teachers	This may be a routine departmental/year group meeting, or a meeting to address a specific purpose or activity.
C Record keeping	Devise a new way of keeping, using and storing records, for you and your colleagues.
D Pastoral care and advice	This may include group or individual learners, and must only be undertaken with the help of specialist colleagues. It could include a specific case study, or it could involve dealing with a generic pastoral problem.
E Making a presentation to a large group	This includes presentations to staff groups, parent groups, employers, or outside bodies, and may be on any educational subject.
F Working with another department	This may involve trialling and sharing new teaching/training approaches, developing joint projects or study programmes, using ICT methods, training staff, or purchasing new equipment.

# 4. Module content

You must choose **one** from the list of experiences set out above, using the following guidelines.

- Try to choose something you have not done before.
- Make sure your choice is feasible, given your working circumstances.
- Check out the availability of resources (time, equipment, finances, human resources).
- In any case, have a second choice as back-up, in case your first choice becomes unavailable.

In this activity we are looking in greater detail at your involvement in aspects of professional development beyond the teaching/learning context, so the observer's involvement will need to be more informal. You should arrange with the observer to meet as and when necessary, though if you are involved in action such as meetings and planning sessions it would be desirable for the observer to attend.

In this activity we are looking at your contribution to aspects of professional work. That contribution will need:

- preparation and planning
- putting into action
- review and evaluation.

As with Unit 2, keeping notes on progress will help you both in discussion with the observer and in the preparation of the assignment.

# 4. Module content

## 3.1 Explaining your choice of experience

*State clearly the professional development experience, indicating briefly its context and nature. State the reason(s) for choosing this experience.*

Context and nature may include purpose, duration and relevant teaching/training issues.

A brief statement of reasons for your choice of activity is required. Experiences may often arise as a response to issues, needs or problems within institutions. If this is the case, and you have devised an activity to meet such a need, explain the nature of the specific need. If your choice of experience arises from personal interest or other sources or initiatives, say what these are and give a brief background explanation.

## 3.2 Planning and preparing the experience

*Plan the most appropriate methods, content and resources for this professional development experience. Ensure that the environment you have selected is available, accessible and suitable. State briefly the main aims and objectives of the experience you have planned.*

Consider the methods, content and resources required. Time management will be a key planning issue, to strike a balance between sophistication of task and availability of time.

Plan space, time, cost and other resources, making the most of available resources and being aware of resource opportunities and constraints.

Aims are broad, overall statements of intent. Show how these aims fit into your own practice as a professional. Your aims should be clearly related to the experience you have chosen. Objectives will identify stages or milestones in the achievement of your aims. They should be phrased in terms of points to be achieved. Objectives should be SMART (Specific, Measurable, Achievable, Realistic and Time-referenced). They act as practical pointers in your planning of the experience.

# 4. Module content

## 3.3 Managing the experience in practice

*Specify the role(s) you undertake in the experience. Indicate how others are involved in your work, their effectiveness, and the measures you take to make them feel valued. Indicate the sequence of tasks and steps in the experience, giving a brief time frame, achievements, difficulties and changes made to the planned experience.*

Your role(s) may include presenter, manager, motivator, analyst, designer, coach, negotiator, organiser, mediator, and mentor. Others' role(s) may include learners, colleagues, senior colleagues, experts, visitors, external companies and agencies.

The actions undertaken by other professionals (usually colleagues) in your experience are significant, and you should describe briefly how useful they are. You must indicate how you involved colleague(s) in your experience, either as participants or commentators.

Set out the timeframe for the experience, related to your objectives. Objectives met can be seen as achievement. These can vary in degree and importance, and may be management, theoretical or practical achievements. Flexibility is a key concept in managing any activity – how you respond to internal and external factors affecting your professional development experience.



# 4. Module content

## 3.4 Gaining feedback on the experience

*Explain how you have obtained feedback from the participants in your selected experience. Explain how you have obtained feedback from a colleague acting as an observer of your professional practice. Analyse participant and professional feedback from your professional development experience.*

Select an appropriate method of collecting participant feedback. Methods include interviews, discussions, questionnaires of the whole group or selected (sample) individuals within the group. The method you choose should enable as full and objective a range of comments, reactions and suggestions as possible, given the age, ability and competence of the learners involved. Participants may include learners, visitors, colleagues and other professionals, so take care to match the feedback method to the needs of the respondents (e.g. in terms of availability and competence).

Feedback from a colleague will involve observation of the experience in practice, one-to-one discussion of areas of interest and concern, analysis of ongoing work, and formal or informal reporting on progress. Note-taking of the issues raised in this feedback will need to be immediate, clear and focused.

You can use quantitative (numerical and statistical) analysis to questionnaire responses from the whole group. This does not need to be complex. Relatively small numbers are unlikely to support very high levels of confidence. Numerical trends, ranges and values may be worthwhile for larger groups. Qualitative analysis should reflect the contrasts, patterns and significance of your findings. It is most convincing when supported by evidence from your own professional practice.

# 4. Module content

## 3.5 Evaluating outcomes of the experience

*List the main outcomes of your professional development experience for you as a professional, for your learners and for your institution. Identify the practical professional outcomes for you as a teacher of this experience. Suggest how you might modify and enhance the experience for effective use in the future.*

Outcomes may be conceptual, practical or managerial. Relate them to your own practical professional experience. Outcomes may not necessarily be successful. You should mention objectives that were missed or only partially achieved, as these usually act as useful springboards for future development.

Issues may be concerned with technical, managerial, social, financial or cultural matters. Their origins may well be complex, but briefly explain their effects and importance to your professional development experience. Such issues may help or hinder the experience, so consider how such issues might be dealt with in order to improve professional practice.

Aspects which you would repeat in future, e.g. aspects of management, planning, monitoring, analysis and evaluation. Aspects which fell short of your expectations, and reason(s). Highlights of your chosen activity which proved satisfying and rewarding in professional terms.

# 4. Module content

## Activity guidelines:

### A Your professional context

(100 words)

Please supply:

- your name and the type of your current teaching or training institution
- the age group of your learners (e.g. '12 year olds')
- details of the programme(s) which you are currently teaching
- the length (in years) of your professional experience
- brief details of your professional qualifications.

N.B. This step is not assessed but must be completed.

### B Explaining your choice of experience

(100 words)

- Which experience have you chosen from the list of activities on page 27 of the syllabus?
- Who are the participants (e.g. audiences, other departments, meetings of colleagues, groups of learners)? How many participants are there?
- Why have you chosen this experience?

### C Planning and preparing the experience

(200 words)

- What is the experience? Describe its method, content and relevant resources.
- What is the environment you have chosen?
- What is/are the aim(s) of the experience?
- What is/are the objective(s) of the experience?

### D Managing the experience in practice

(200 words)

- What is your role, and what is the role of the participants?
- How did you involve other professionals, apart from your observer?
- What were the significant events?

### E Gaining feedback on the experience

(200 words)

- How did you obtain feedback from participants?
- How did you obtain feedback from a colleague acting as a professional observer?
- What steps did you take to analyse participant and professional feedback?

### F Evaluating the outcomes of the experience

(300 words)

- What were the main professional development outcomes of this experience?
- What issues appear to you to have arisen during the experience?
- How would you modify this experience to make it more effective next time you try it?

# 5. Grading

## 5.1 Grading themes

The following grading themes apply.

- 1. Understanding learning**  
e.g. how learners learn
- 2. Understanding teaching**  
e.g. how teaching approach can be varied to suit each learning context

## 5.2 Grading criteria

The grading criteria for each of these themes are as follows:

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

Candidates who satisfy the performance criteria and the assignment requirements achieve at least a Pass. A Distinction is awarded on the basis of performance in the assignment as a whole.



Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 1223 553554 Fax: +44 1223 553558  
international@cie.org.uk www.cie.org.uk

© Cambridge International Examinations 2014